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ABSTRACT

Results of a one-year investigation on lifelong learning by the Michigan State University Task Force on Lifelong Education are presented. Topics concern the following: current trends, a definition of lifelong education, lifelong education at Michigan State, the university's present objectives and lifelong educational arrangements, major academic and financial concerns, and interinstitutional cooperation. Modification of existing university procedures in regard to lifelong education entailed the following areas: admissions, registration, orientation, transfer of credits, scheduling, time limitations for degrees, enrollment options, support services, credit for past experiences, certification, self-learning components, educational technology, degree programs, nondegree programs, new programs, and a community lifelong education project. Appendices include a minority statement or alternative view of organization, assumptions of the Task Force on Lifelong Education, Michigan State University's overload pay policy, a general bibliography, and a working bibliography. (SW)

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# THE LIFELONG UNIVERSITY.

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# THE [illegible] UNIVERSITY

## A [illegible] to the President

Task For[illegible]

[illegible] State University 1973

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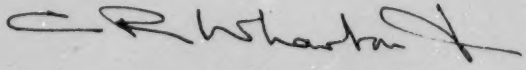
CLIFTON R. WHARTON, JR. · PRESIDENT

March 15, 1973

On March 1, 1973, the Task Force on Lifelong Education transmitted to me the advance draft of The Lifelong University: A Report to the President.

The Task Force devoted an entire year to the preparation of its Report. This published version makes available supplementary material as well as the text and recommendations of the group.

The Task Force members displayed admirable energy and diligence throughout the process. This report is advisory to me and will receive full consideration and attention. Every effort will be made to secure both formal and informal comments, reactions, and recommendations from the entire university community prior to any official action by departments, colleges, and the Board of Trustees. Therefore, I commend the Report to faculty, staff and the general public for thorough and serious perusal.



Clifton R. Wharton, Jr.
President

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# Contents

*Preface,* xi
*Editor's Note,* xiii

1 Introduction, 1
Current Trends, 2
A Definition of Lifelong Education, 5

2 Lifelong Education at Michigan State University, 7
Current Programs and Resources, 9
The Task Force on Lifelong Education: An Inquiry into the Future, 10

3 Institutional Goals, 13
The University's Present Objectives, 13
Lifelong Educational Objectives, 14

4 The Expansion of Lifelong Education at Michigan State University, 16
Modification of Existing University Procedures, 18
Admissions, 18
Registration, 18
Orientation, 19
Transfer of credits, 20
Scheduling, 21
Time limitations for degrees, 22
Enrollment options, 22
Support services, 24
Credit for past experiences, 25
Certification, 26

Modification of Existing University Programs, 27
Self-learning components, 27
Educational technology, 27
Degree programs, 31
Nondegree programs, 32
New Programs, 33
The Bachelor of General Studies, 33
Other new programs, 34
A Community Lifelong Education Project, 35

5 Organizational Arrangements, 41

6 Major Academic and Financial Concerns, 49
Quality Control and Program Evaluation, 49
Faculty Opportunities, 50
Financial Issues, 51
Sources of funds, 51
Fee structure, 52
Refocusing the University's effort and emphases, 53

7 Interinstitutional Cooperation, 56
Higher Education in Michigan, 56
Voluntary Coordination, 57
Interinstitutional Agreements and Arrangements, 59

8 Conclusion, 62

Appendix A: Minority Statement Relating to Chapter Five of the Report to the President—An Alternative View of Organization, 67

Appendix B: Assumptions of the Task Force on Lifelong Education, 72

Appendix C: Michigan State University's Overload Pay Policy, 75

Appendix D: Maps, 77

Appendix E: Task Force Resource Persons, 85

General Bibliography, 95

Working Bibliography, 107

Index, 113

# Preface

The use of commissions to investigate questions of broad concern is becoming widespread in both the private and public sectors of American life. Corporations have taken advantage of the unique strengths of the commission process, while in government, particularly at the state and national levels, commissions increasingly have been employed to suggest and evaluate alternatives for policy decisions.

Although institutions of higher learning have encouraged diversity and dissent within the arena of their educational functions, they have generally maintained strict control over their corporate functions—the procedures through which their operations are carried out. In recent years, however, the use of commissions has injected an element of pluralism into the determination of future directions for the entire institution—an activity formerly reserved for a small number of highly placed officials.

Michigan State University has been in the vanguard of this movement. In the last 14 years, there has been a series of 6 major commissions here. The Committee on the Future of the University, initiated in 1959, was followed by the International Programs Review Committee, the Committee on Undergraduate Education, and the "Committee of Sixteen" on institutional policy regarding minority groups. In 1970 President Clifton R. Wharton, Jr., established the Commission on Admissions and Student Body Composition, which recommended, among other things, an in-depth study of the University's present and future role in providing ongoing learning for the citizens of Michigan. The Task Force on Lifelong Education was charged as a result.

The social circumstances under which education takes place are constantly changing. In addition, the Task Force realized the need for colleges and departments to retain initiative and responsibility in relation to academic activities. For these and other reasons, we did not attempt to identify specific audiences, design programs for

them, or assign those programs to particular academic units. Instead, we tried to focus on a *process* that could respond to changing conditions and decentralized responsibility.

We soon realized that Michigan State University can not serve all the needs of all the citizens of the state. Rather, the University must seek an appropriate role in a coordinated lifelong educational system composed of a variety of social and educational institutions. Whether relationships within this system are voluntary, contractual, or established by legislative act, all participating institutions must recognize the requirements and contributions of those with which they must cooperate.

Grateful acknowledgment is made to the following persons and organizations for advice and assistance in preparing the report: David L. Boggs, co-author (with Russell Kleis) of *Lifelong Learning*, an invaluable bibliography; Duane Gibson, Continuing Education Service, the Graphics Department of the Instructional Media Center; George Kooistra, University Editor, Howard Miller, Cooperative Extension Service; Kathleen Schoonmaker, Assistant University Editor; Denise Wootton, our hard-pressed secretary; and especially the W. K. Kellogg Foundation for a grant to support the study.

Finally, recognition should be extended to the individuals whose cooperation, perseverance, and commitment were indispensable—the members of the Task Force on Lifelong Education. A more dedicated panel would be hard to imagine.

William R. Wilkie
*Special Assistant to the President*
*Chairman of the Task Force*
*on Lifelong Education*

# Editor's Note

The deliberations of the Task Force on Lifelong Education began on February 28, 1972, and came to an end on February 16, 1973. During that time, the group participated in an exhaustive investigation that consisted of meetings, primary and secondary research, public forums, interviews, the issuance of an interim report, the collection of reactions to that report, and a series of subsequent discussions and debates.

Distilling the thoughts and perspectives of 22 individuals into a consistent and acceptable document presented a multitude of difficulties. Factual information and quantitative data were elusive, incomplete, and conducive to varying, often contradictory interpretations. Attempts to focus discussions upon relevant issues frequently conflicted with a real need for synthesis and wide-ranging speculation. The clarification of opposing positions sometimes led to a firmer advocacy rather than agreement or compromise.

This report reflects (however imperfectly) the collective thinking of the Task Force only at a point in time. Circumstances change. The University changes—at times slowly, occasionally with surprising abruptness. The Task Force sought to make recommendations which would allow for that inevitable flux.

James David Harkness
*Editorial Consultant*

# 1

## Introduction

Since World War II, new forces have emerged that are greatly increasing the demand for lifelong learning opportunities. Among these forces are:

- —An exponential increase in new information and techniques—a virtual explosion of knowledge
- —Technological advances that are reshaping daily existence
- —Rising personal expectations and greatly increased leisure time
- —A growing public awareness of economically and educationally disadvantaged groups
- —The emergence of new individual and group life styles

Colleges and universities must confront these forces and others by rededicating themselves to the goal of developing motivation and skills for self-learning. They must pursue this goal in relation to both old and new audiences. Some of the new audiences will be comprised of individuals, especially from groups heretofore inadequately served by higher education. Other audiences will include private or governmental institutions, which may discover in universities resources for renewal and for the development of independent educational capacities.

For institutions of higher learning to collaborate with audiences consisting of both individuals and institutions, a greater operational flexibility will be required. Education can no longer be viewed only as formal study. Formal instruction must be complemented by appropriate nonformal approaches to learning. Finally, universities must reassess their relationships with other social and educational institutions—particularly public schools, regional vocational schools, community colleges, colleges, and private enterprise.

## Current Trends

A special report from the Carnegie Commission on Higher Education[1] underscores the critical importance of lifelong education. In *Less Time, More Options: Education Beyond the High School*, the commission suggests:

> . . . more chances for re-entry by adults into formal higher education, more short term programs leading to certificates, and, generally, more stress on lifelong learning. We oppose the sharp distinctions now made among full time students, part time students, and adult students. Education should become more a part of all life, not just an isolated part of life.[2]

Across the nation, concerned educators are responding to the pressure for lifelong education. The recommendations of the Carnegie Commission exemplify one type of response. Others include:

—The Notre Dame Task Force on Continuing Education and the Future. Initiated in cooperation with the W. K. Kellogg Foundation, the Notre Dame Group is engaged in a comprehensive study of ways to generate enthusiasm for and new approaches to continuing or lifelong learning.

---

[1] The Carnegie Commission on Higher Education was created in 1967 ". . . to examine and make recommendations regarding the vital issues in higher education in the United States as we approach the year 2000" (*Less Time, More Options*, p. iii). Its investigations aim at a review and analysis more comprehensive than any undertaken in the history of American higher learning.

[2] The Carnegie Commission on Higher Education, *Less Time, More Options: Education Beyond the High School* (Hightstown, N.J.: McGraw-Hill Book Co. for the Carnegie Foundation for the Advancement of Teaching, 1971), p. 11.

—Endorsement by the American Council on Education. In a special report, "Higher Education and the Adult Student," the Committee on Higher Adult Education analyzed related issues and recommendations dealing with the nature of commitments that colleges and universities must make to encourage the rapid and widespread development of programs to serve adults.

—Increasing cooperation and communication between institutions of higher learning and private enterprise and governmental agencies. Career development and skill updating have been aided more and more by joint activities such as conferences, seminars, and workshops.

—The Commission on Non-Traditional Study, chaired by Samuel Gould. Initiated in March 1971, the commission is now preparing a report on its investigations of a broad range of approaches to learning, including external degrees, educational technology, and independent study.

—Open universities, offering programs that seek to help adult (and other) students overcome the hurdles of geographical location, work schedules, and home and family responsibilities. Relying on varying combinations of correspondence materials, educational technology, extension facilities, and campus visitation, the open university programs are often modeled loosely upon the British Open University, which began operation in late 1970. Institutions currently participating in such programs (or engaged in detailed planning projects) include the University of California, the State University of New York (through Empire State College), and Massachusetts' University of the Commonwealth. Three national open universities—the North American Open University, Campus-Free College, and the National University—are either in operation or under discussion.

—The University Without Walls,[3] sponsored by the Union of

[3] The term *university without walls* has also been applied (both formally and informally) to several other programs, including one sponsored by the American Medical Association. The one cited, however, is probably the most extensive in operation at present.

Experimenting Colleges and Universities. Students employ a variety of learning techniques, including independent study, internships, field experience, and videotapes. There is no rigid curriculum or schedule for completing degree work. Students work out individualized programs with faculty advisers. Headquartered at Antioch College, the University Without Walls is comprised of twenty participating institutions, including the University of Minnesota, the University of South Carolina, Westminster College, Roger Williams College, Staten Island Community College, and others.

Internationally, recognition of the new dimensions of lifelong education has been equally widespread. Through UNESCO, the United Nations has called for a major commitment by all countries to the cause of lifelong learning. The British Open University (see above) has completed its second successful year. In Japan, Sweden, New Zealand, Australia, and elsewhere, similar programs point to worldwide concern and involvement. Indeed, Michigan State University, in conjunction with the United States Agency for International Development, is already engaged in a project aimed at "providing lesser developed countries with the beginning of a systematic base of knowledge on non-formal education."[4]

At Michigan State University, the Commission on Admissions and Student Body Composition recognized the great potential of the concept of lifelong education. To investigate that potential and to ensure an integrated and coordinated response to fundamental issues, President Clifton R. Wharton, Jr. created a Task Force on Lifelong Education. The Task Force was charged with the following responsibilities:

1. To develop a definition of "Lifelong Education" for Michigan State University which reflects a set of philosophical and specific program objectives.

2. To identify the nature of the program (formal, informal, mixed, etc.), a strategy for implementation, and the institutional arrangements necessary to reach specific lifelong education clientele.

3. On the basis of a program model, design an organizational structure specifically for Michigan State University which insures:

[4] Quoted from the MSU-AID contract. Case studies have taken place in or are planned for Ethiopia, Brazil, Kenya, Israel, Iraq, Costa Rica, and other nations.

a. a lifelong educational component that is soundly and fully integrated into the structure of the University.

b. a means for refocusing and marshalling present institutional resources to facilitate lifelong education.

c. the development of a faculty-staff reward system which puts lifelong education in perspective *vis-á-vis* the other primary functions of the University.

4. Finally, recognizing that Michigan State University cannot alone meet all the needs of lifelong education in the state of Michigan and cannot be all things to all people, the Task Force will examine other external relationships, particularly the following three:

a. the University's role and relationship in a statewide lifelong educational system, including but not limited to external degree programs.

b. the share of the total burden in lifelong education which the University should undertake based particularly upon our unique resources and comparative advantages.

c. the programmatic opportunities for cooperative efforts with the growing private educational industry.

Although a philosophical commitment to lifelong education is gaining ever greater acceptance the charge to the Task Force on Lifelong Education was unique in the goal that it put forward—an examination and analysis of responses, innovations, and restructuring necessary to implement lifelong education as an ongoing component *within a specific institution.*

## A Definition of Lifelong Education

Members of the Task Force soon found that the connotations of *lifelong education* varied widely from person to person. After extensive discussion and public debate, the following definition was adopted:

> For the individual, lifelong education is a process of learning that continues throughout life. Lifelong education implies an opportunity—and for some, an obligation—to seek knowledge which contributes to personal growth and the welfare of society.
>
> For institutions of higher learning, lifelong education is a process of academic instruction at postsecondary levels and of educational service to individuals and institutions at many levels of need. Lifelong educa-

tion implies for all colleges and universities a responsibility to recognize, anticipate, and assist in meeting the needs of individuals and groups.

Lifelong education, then, includes both the individual's process of lifelong learning and the institution's process of lifelong service, insofar as these processes are appropriate to the mission and available resources of that institution.

# 2

## Lifelong Education at Michigan State University

Michigan State University has a distinguished record of extending its resources beyond the campus and its resident student body.

Founded in an era when 75 percent of Michigan's population was rural and half of its employed citizens were farmers, Michigan Agricultural College was, by 1885, systematically engaged in running two- and three-day Farmers' Institutes in a half-dozen counties each year. Sponsored originally by county agricultural societies and later by local granges and farm bureaus, these institutes not only dealt with problems of agricultural production but also encouraged ongoing educational participation by members of the rural community.

By 1892, Michigan Agricultural College was experimenting with off-campus courses and independent study similar to modern correspondence study. In 1894, on-campus agricultural short-courses became available. None of these approaches, however, went far beyond the experimental stage until more than a half-century later.

In 1907, on the occasion of the semicentennial of the college, President Theodore Roosevelt called for a new thrust in extension programming. He urged land grant colleges to carry educational activities into the community—not only to increase agricultural production, but to improve schools, serve rural churches, and to

contribute to the enrichment of all community life. The following year, Michigan Agricultural College appointed the first county extension agent. By the time the Smith-Lever Act—establishing the Cooperative (Agricultural) Extension Service—had been passed in 1914, there were extension agents working in a number of Michigan counties and several extension specialists based on campus.

Increased financial support from the federal government made it possible to expand the program rapidly; however, staff could be placed in counties only as matching state and local funds were forthcoming to share in the support of the venture. The joint nature of the program led to its designation as the Cooperative Extension Service. Although often necessitating delicate and diplomatic negotiations, the local funding engendered community participation in and identification with the project, probably accounting in large part for the vigor and marked success of the effort.

Eventually, every county in Michigan was served by a local office of the Cooperative Extension Service. County staffs, assisted by campus-based specialists in some academic departments, devoted most of their attention to problems of agricultural production, the needs of homemakers, and the fostering of youth programs. Rural electrification, marketing cooperatives, and the problems of community institutions also claimed their time and energy.

In 1926, the new college president, Kenyon L. Butterfield, sought to expand Michigan Agricultural College's off-campus role by introducing a program of Continuing Education,

> . . . for the purpose of covering all phases of off-campus instruction, including Cooperative Extension work in agriculture and home economics, both along the old lines and in the newer fields of reading and correspondence courses; as well as extension work in engineering and industry, science, and the liberal arts.[1]

Plagued by a limited budget in the face of a rapidly expanding on-campus enrollment, Butterfield's plan did not survive. Shortly after his resignation in 1928, Continuing Education was abolished, accompanied by the demise of fledgling efforts to launch a program of correspondence courses, extension classes, and a speakers'

[1] Kenyon Butterfield, quoted by John Kirkpatrick in *College Control in Michigan* (Yellow Springs, Ohio: Antioch Press, 1929).

bureau for nonagricultural audiences. Only the small and struggling college radio station, WKAR, remained—soon to become one of the leading services of its kind in the nation. For many years WKAR was the main agent of general extension.

A major development in the evolution of lifelong education at Michigan State University occurred in 1948. After 20 years of uncoordinated general extension programming by separate institutional units, the name Continuing Education Service was resurrected, and most university-level adult education programs were organized under it. A second important development came in 1951 with the opening of the Kellogg Center for Continuing Education, first of the centers for residential adult education supported by the Kellogg Foundation. The Kellogg Center marked a new dimension in the use of higher educational resources for public educational needs. By 1953, the Continuing Education Service was designated a major division of the institution, and its director was named a dean.

In 1955, at the time of the resignation of the dean of Continuing Education and in an effort to develop a closer relationship between that unit and the Cooperative Extension Service, a new position of vice-president for Off-Campus Education was established and charged with responsibility for coordinating the two services. The directors of both services reported to the vice president—Continuing Education directly and Cooperative Extension through the dean of the College of Agriculture.

In 1959 the University again changed its administrative structure to establish a provost as chief academic officer of the institution. Under this arrangement, the director of the Continuing Education Service reported directly to the provost, while the director of the Cooperative Extension Service reported to the provost through the dean of the College of Agriculture. This structure is the one currently in existence.

## Current Programs and Resources

Growing out of 117 years of experience, Michigan State University's commitment to lifelong education is an integral part of its present operation.

The best-known vehicles for the dissemination of knowledge

beyond the campus are the Cooperative Extension Service and the Continuing Education Service. Cooperative Extension provides programs in agricultural production, marketing, family living, and resource development, as well as the 4-H youth program. A recent major effort has been the expansion of nutrition programs for low-income families. Extension field agents and volunteer leaders serve all 83 Michigan counties, supported by on-campus scientists and specialists in seven of the University's colleges.[2]

The Continuing Education Service annually offers more than 1,200 credit and noncredit courses in some 85 Michigan communities. The Evening College, based on the East Lansing campus, enrolls more than 4,000 students each year in 150 different courses. In addition, the Continuing Education Service conducts one of the nation's largest conference programs at the Kellogg Center for Continuing Education. Each year nearly 50,000 adults attend educational meetings at the Kellogg Center, at the University's Gull Lake Conference Center, and at other locations throughout the state. Finally, the Continuing Education Service maintains the educational broadcasting facilities of the University—WKAR, WKAR-FM, and the television station, WKAR-TV.

Other units of the University are equally concerned with lifelong education. The School of Labor and Industrial Relations—created in 1956 as the Labor and Industrial Relations Center—provides educational opportunities aimed at fostering self-improvement among individual workers, public and private managers, and public employees involved in implementing manpower programs. The Center for Urban Affairs has launched an urban extension program, carrying the University's land grant heritage into the heart of the modern city. And, indeed, every college of the University provides varying types of educational opportunities to citizens beyond the campus.

## The Task Force on Lifelong Education: An Inquiry into the Future

Michigan State University today reaches many people in many places throughout the state with a vast array of educational

[2] See Appendix D.

services. In spite of the extent of its present involvement, the University again finds itself at a crossroad. As an institution which has historically responded to the challenges arising out of societal needs, Michigan State University is faced with the question of whether its present programs and organizational structures are appropriate for an ongoing response to the emerging needs of a changing society. If not, what new programs and structures will be required? What will the future hold for lifelong education at Michigan State University?

The Task Force on Lifelong Education was established to address these questions. To ensure a diversity of perspectives, the Task Force was constituted as a broadly representative body comprised of deans, academic administrators, faculty members, undergraduate and graduate students, alumni, representatives of the community at large, and the special assistant to the president of the University.

The Task Force received its charge on February 28, 1972. To deal effectively with the issues raised by that charge, a division of labor was required. Accordingly, the plenary group established a subcommittee system made up of four smaller bodies: the on-campus subcommittee, the off-campus subcommittee, the financial subcommittee, and the University organization and reward system subcommittee. A fifth subgroup, the steering committee, met when required to pose major questions, formulate initial assumptions, and provide general directions for the Task Force. (The formal assumptions of the Task Force, devised by the steering committee, laid the foundation for the recommendations found in this report and are indicated by italics on pages devoted to the appropriate subject matter and in Appendix B.)

The plenary group and subcommittees met concurrently from May through July to review existing efforts with staff from the Continuing Education Service, the Cooperative Extension Service, various colleges of the University, the State Department of Education, and other individuals. (For a list of persons making such presentations, see Appendix E.) Subcommittees examined and discussed in detail the issues delegated to them, while meetings of the entire Task Force were devoted to additional presentations, informal communication, and reporting between subcommittees.

During July, the off-campus subcommittee held meetings with

selected representatives of community, junior, and private colleges as well as field staff from three regional offices of the Continuing Education Service and two County Extension Offices.

At the end of July the Task Force held a three-day meeting at the Haven Hill Conference Center to compile a set of tentative recommendations. The results of that meeting, together with explanatory material, initial assumptions, etc., were incorporated in a preliminary report, which was then reviewed, revised, and approved for distribution.

By making this preliminary report available, the Task Force sought wider involvement and participation of the University community in its inquiry (see Appendix E). During the weeks following publication of the document, the Task Force met with many groups and more than 500 individuals to further examine issues. College advisory councils, department chairmen, and deans focused on faculty and academic questions. In public forums held on campus, students and faculty expressed their hopes and reservations. Educators and community leaders throughout Michigan were given an opportunity to express their reactions in day-long meetings in Grand Rapids, Traverse City, and Pontiac.

In late October the Task Force entered its longest and most crucial series of deliberations aimed at the assimilation of data and opinions obtained from its meetings with its various constituents. The material was correlated with previous recommendations, and new recommendations were forged. Investigations and discussions continued for four months, with meetings held as often as four times a week. The intensity and controversy of this process reflected the complex and interdependent character of the problems under consideration.

A final report to the president was completed on February 16, 1973.

# 3

# Institutional Goals

## The University's Present Objectives

Michigan State University serves the people of the state through teaching, research, and those activities often called "public service."

In seeking to fulfill its charge from the people of Michigan, the University provides both undergraduate and graduate-professional curricula. Seventeen colleges offer programs in more than 471 fields. More than 9,500 degrees, including some 600 doctorates, are awarded each year. A faculty of more than 3,100 support this diverse instructional effort.

Michigan State University also conducts both basic and applied research in areas of local, state, national, and international significance. During 1971-72 approximately $27 million in annual sponsored funds were channeled through the Office of Research Development. In addition, $10 million in federal, state, and private appropriations maintain more than 400 Agricultural Experiment Station projects in 27 University departments. Altogether, these resources undergird investigations in educational psychology, geology, computer science, ecology, biomedical science, sociology, political science, physics, and a host of other areas.

Through its public service role, the University has been con-

cerned with the needs of the individuals and communities beyond campus boundaries (see chapter 2). Both the Cooperative Extension Service and the Continuing Education Service have provided vehicles for the University to extend its resources to the wider public. Michigan citizens, from the inner city resident to the outstate farmer, have greatly benefited from these and other public service commitments.

In devising its initial assumptions, the Task Force on Lifelong Education affirmed the historic and present-day missions of the University:

(*a*) *The University is currently engaged in a critically important mission for society in carrying on the education of on-campus graduate and undergraduate students in degree programs and the conduct of research. It will continue to perform these functions into the indefinite future.*

(*b*) *Because of its history as a land grant institution and its tradition of public service, Michigan State University is in a unique position to help extend lifelong education opportunities to the citizens of the state.*

## Lifelong Educational Objectives

In order to realize its institutional potential for lifelong education, Michigan State University must expand its present objectives, especially in areas of public service. The Task Force on Lifelong Education formulated the following statement of mission as a guideline for this expansion.

For Michigan State University, lifelong education implies:

—A responsibility to foster commitment to lifelong education among its students and audiences and to aid them in developing self-learning motivation and skills

—An increased sensitivity to the educational needs of the citizens of Michigan and a dedication to removing barriers to educational opportunity

—A responsibility to actively apply its appropriate knowledge, expertise, and research capacities to assist in solving problems central to lifelong education

—A responsibility to continue and expand the availability of institutional resources for community problem solving

—The examination of existing interinstitutional relationships and, wherever appropriate, the creation of new ones

Subsequent chapters develop the substantive implications of this mission.

# 4

## The Expansion of Lifelong Education at Michigan State University

In establishing the objectives central to the expansion of Michigan State University's role in lifelong education, the Task Force was guided by several of its assumptions. Some required no modification; in other cases, new data and discussions dictated that assumptions be refined to ensure their supportability. Formally stated, the assumptions relevant to this chapter are:

(*c*) *The educational needs of a large segment of our present population are not now being met by the existing formal educational system.*

(*d*) *A lifelong educational system should include formal and nonformal programs, credit and noncredit programs, on- and off-campus programs, and problem-focused public service programs.*

(*e*) *If adequate educational opportunities and appropriate arrangements are provided on the Michigan State University campus, a large number of students, professionals, and others will commute to take advantage of them.*

(*f*) *There is a significant need for educational opportunities to be provided at the local level for citizens who, because of work schedules, geographic locations, or responsibilities in the home, can not commute to the University campus.*

(*g*) *If adequate educational opportunities exist at the local level, many students will elect to do at least part of their undergraduate work, and perhaps their graduate work as well, close to home, in some cases sandwiching their education with careers or on-the-job training.*

(*h*) *If adequate educational opportunities are easily accessible at the local level, professional workers will take advantage of them to improve and update their skills.*

(*i*) *Because of the magnitude of the potential audience and the fact that resources are limited, any system to reach large numbers of people in the state will have to incorporate instructional technology and independent study.*

(*j*) *Any system for providing lifelong education will have to serve a very heterogeneous population which will have special and unique requirements for counseling, tutoring, and other auxiliary services supporting the academic effort.*

(*k*) *In addition to present degrees, a wider variety of certification procedures and certificates are needed to verify student competencies and to reward enroute achievement in lifelong education.*

The Task Force organized the recommendations derived from these assumptions into three broad categories: (1) modification of existing procedures, (2) modification of existing programs, and (3) new programs. The categories were constructed to reflect the extent of manpower and economic resources necessary to implement recommendations subsumed within them. For example, the Task Force felt that the University could begin quickly and inexpensively to expand its role in lifelong education by modifying many of its policies and procedures. Changing existing programs or initiating new ones, on the other hand, might cost more and take longer.

Classification, of course, was not always simple. Many recommendations refused to fit neatly into any single category, while others seemed to fall under two or even all of the headings. In this and subsequent chapters, recommendations appear in boldface type.[1]

[1] For the purpose of clarification, distinctions were made among participants in educational programs according to the following system: Throughout this report, learn-

## Modification of Existing University Procedures

### *Admissions*

Through its present admissions procedures the University strives to assess each applicant on an individual basis. This is done according to the applicant's past academic performance (usually documented by high school records, General Equivalency Diplomas, or college transcripts), his entrance examination scores (on the American College Test or Scholastic Aptitude Test), letters of recommendation, and personal interviews.

In practice, transcripts and examination scores carry by far the greatest influence. For older applicants, however, the years and circumstances intervening between their last formal education and admission to the University may call for criteria that do not concentrate as heavily on past academic performance.

1. **Michigan State University should continue to expand admissions criteria to reflect more adequately an applicant's ability to participate successfully in university-level educational experiences. Dimensions should include personal maturity, motivation, independence, career performance, and previous life experience, including academic background.**

The work and recommendations of the Commission on Admissions and Student Body Composition should serve as a foundation for the implementation of this recommendation.

### *Registration*

The size, complexity, and record-keeping obligations of Michigan State University make enrollment and registration procedures

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ers will be referred to as *conventional*—meaning those presently served by the University through regularly scheduled campus courses—and *nonconventional*—those who will require educational opportunities at night, on weekends, off-campus, or through innovative formats not necessarily directed toward the awarding of a degree. Conventional learners may be either residential (living in University housing) or nonresidential. Nonconventional learners may be either commuters (participating in learning experiences offered on campus) or off-campus participants. Though by no means an inflexible rule, the conventional learner will usually be the more traditional "student"—young, degree-oriented, and engaged in University attendance as a primary activity, while the nonconventional learner will be older and engaged in education as one of many important involvements. Often, his programs will not be oriented toward a degree.

somewhat ponderous. The University is presently investigating ways to enroll and register its current students with greater efficiency and convenience, and the Task Force on Lifelong Education endorses this effort.

Because of location and/or career and family responsibilities, the older adult may find himself excluded from educational participation by practices that are only an inconvenience to younger persons. These circumstances render alternative enrollment and registration procedures more critical for the older adult than for the younger person.

2. **The University should undertake the provision of new enrollment and registration options designed to facilitate entry and ongoing participation by the nonconventional student.**

Examples of possible innovations include but are not limited to:

—Enrollment and registration by mail

—Enrollment and registration by telephone

—Preserving sections or portions of sections—especially in night or weekend courses—for nonconventional students

—Separate enrollment and registration for nonconventional students at more convenient times.

3. **Although nonconventional students may require special enrollment and registration arrangements, the University should minimize segregation by age in the classroom or elsewhere, insofar as this is compatible with the limitations imposed by location, work schedules, or family obligations.**

*Orientation*

Undergraduate students newly admitted to the University must participate in an orientation program before enrolling for their first term of classes. At orientation the student becomes acquainted with the campus, takes placement tests, talks to advisers, chooses classes. The nonconventional student will need a special set of orientation experiences. For participants pursuing their education off campus, for example, a knowledge of the East Lansing campus will be at best incidental, while a briefing on the

advantages and disadvantages of independent study might be indispensable.

4. **The University should initiate at least one separate orientation program designed around the special conditions under which nonconventional students participate in University programs.**

Although separate, this orientation program should attempt to acclimate and inform adult students regarding the full range of University programs and activities—perhaps by visiting traditional classes and making use of younger students as resource persons. The adult orientation program should not be mandatory. To prevent the exclusion of participants for whom orientation would constitute an unreasonable inconvenience, complementary written orientation materials should be developed.

### *Transfer of credits*

Although Michigan State University will accept any number of undergraduate transfer credits, baccalaureate degree requirements dictate that at least 45 credits be earned in courses given by the University. Generally these credits are gained during the final year of attendance, although 15 of the last 45 credits can be transferred from other institutions if the student will have the total number of Michigan State University's credits upon graduation. Master's candidates are allowed 12 transfer credits, while the number of transfer credits acceptable for a doctoral candidate is determined by his committee.

Many individual situations arise that require adaptation of current rules for transfer of credit. For example, requiring that 30 to 45 senior credits be earned at Michigan State University creates a hardship for the person who has attended this University for 10 full terms (or part-time equivalents) and who, for reasons beyond his control, must move to another area to complete a degree. On the other hand, many successful students from other accredited colleges and universities must, late in their senior year, move to the East Lansing area for reasons beyond their control. If institutions are fully accredited, it may be unnecessary to question trans-

ferability of credits at any given level. Specific degree requirements can be maintained or adjusted for nontraditional students by individual departments and colleges.

5. **The University should continue to examine its credit transfer policies and develop increased flexibility especially in meeting the individual needs of nonconventional students.**

*Scheduling*

The regular eight-to-five, Monday-through-Friday schedule of University operations is manifestly inconvenient for many nonconventional participants—both those who commute to campus and those involved in off-campus learning experiences. Work schedules and family responsibilities may leave only nights and weekends for the pursuit of educational goals. Although the University does offer a variety of learning experiences at night, it is difficult and often impossible to complete an undergraduate degree program without daytime attendance.

6. **The University should design and put into effect a more flexible academic schedule on and off campus, making both degree and nondegree programs available at night and on weekends.**

7. **Appropriate advisory and administrative services of the University should be available at night and on weekends to accommodate nonconventional participants engaged in programs offered during those times.**

Both academic and administrative flexibility should be achieved primarily by rescheduling rather than expanding offerings and services.

For those who enter degree programs other than at the beginning of fall term, progress may be hindered by difficulties encountered in obtaining prerequisites, enrolling in courses out of sequence, and so on. The Task Force suggests that the University should diversify sequence schedules of course availability in order to respond more effectively to participants who enter during summer, spring, and winter quarters.

8. **The University should investigate ways to more usefully**

**employ summer quarter—for example, by providing brief residential sessions for adults and their families.**

*Time limitations for degrees*

There is no time limit for completion of the baccalaureate degrees offered by Michigan State University. In most academic units, the time limit for completion of master's degree requirements is five calendar years.[2] Doctoral students must take comprehensive examinations within five years of the time of their first enrollment after completing the master's degree, and fulfill their other requirements within eight years of that date.

The value of time limits for degrees is dependent upon the nature of each discipline and the level of study undertaken. The Carnegie Commission on Higher Education has suggested that many degree programs—especially below the doctoral curriculum—could be completed in less time than is now normal. Conversely, many adults who must pursue their degrees on a part-time basis will require longer periods than students who are enrolled full time. The speed with which knowledge is being revised and expanded (especially in certain scientific and professional fields) also bears on the nature of time limitations.

9. **Time options for the completion of degree requirements should be expanded according to criteria based on the type and level of degree involved, the audiences who seek that degree, and the extent of disciplinary flux. This expansion should be the responsibility of the academic units of the University.**

*Enrollment options*

There are several enrollment options for individuals whose educational needs can be met by experiences that do not lead to a university degree. For participants desiring to earn academic credit but not a degree, options are:

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[2] The College of Arts and Letters, the College of Natural Science, the College of Social Science, the College of Veterinary Medicine, and the School of Social Work permit six years for the completion of master's degrees.

*Special Student.* The undergraduate special student category includes guest matriculants; workshop participants; conditional enrollees; unclassified, off-campus, nondegree status (nonadmitted student who completes term-by-term application for credit courses not aimed at the completion of a degree); enrollees in programs of the Committee on Interinstitutional Cooperation; and enrollees in programs of the English Language Center and the Institute of Agricultural Technology. Participants pay standard fees and receive credit that does not, however, lead to a Michigan State University degree. Records of participation and performance are kept.

*Nondegree Student.* The graduate-level student who desires to undertake course work beyond the bachelor's degree but not aimed at a graduate degree may apply for admission to nondegree status. (Nondegree status may also be used as a conditional category for students who do not yet qualify for admission to the regular graduate programs.) Credit is awarded and may be applied toward a degree after admission to a graduate program.[3] Standard fees are assessed. Records of participation and performance are kept.

For participants desiring to enroll in credit courses but not earn credit, options are:

*Visitor.* Visitor status allows individuals admitted to academic programs to enroll in credit courses on a noncredit basis. Records of participation and performance are kept, but no grade except "V" is awarded. Standard fees are assessed.

*Auditor.* Persons who have not been admitted to the University can enroll in credit courses as auditors. They receive no credit for these courses. Standard fees are assessed. The course instructor and chairman of the appropriate department approve applicants subject to space availability within sections. No evaluation of performance is made for auditors, although enrollment records are kept.

[3] For the master's degree, the final 30 credits must be earned in a status other than nondegree. For the doctoral degree, credits earned while in the nondegree status will be reviewed by the appropriate department or guidance committee to determine acceptability.

For participants in special educational activities which offer no credit, options are:

*Noncredit Student.* Noncredit students may participate in a wide range of conferences, institutes, special courses, and workshops which are designed to address specific learning needs. Enrollees receive no credit. Records of participation only are kept. Performance of participants is neither evaluated nor recorded. Fees vary according to the nature of individual programs.

The enrollment alternatives outlined above provide sufficient flexibility to accommodate the needs of a wide variety of potential participants. The Task Force suggests no additional enrollment options at this time.

**10. The University should publicize the availability of all enrollment options to inform potential participants of varying approaches to meeting educational needs.**

**11. The University should also investigate the feasibility of providing all participants in noncredit, nondegree educational experiences with appropriate documentation of their participation.**

*Support services*

The primary functions of the University are the creation and dissemination of knowledge. However, experience in the educational enterprise has demonstrated that a variety of ancillary services must undergird the academic function. Students should be admitted with a reasonable expectation of successful participation—an expectation that may be dependent upon personal, administrative, and financial support services.

**12. The following minimum support services should be extended to nonconventional participants in University programs:**

**—An information and assistance center, possessing public-oriented staff personnel to provide aid and information regarding University resources, services, programs, policies, facilities, etc. Wherever appropriate, the information**

**and assistance center specialists should act as ombudsmen, working to facilitate educational participation and minimize bureaucratic inconvenience. Study, recreational, and parking facilities should be components of the center.**

**—Academic advising and appropriate personal counseling services.**

**—Appropriate financial aid. Although there are no age restrictions on scholarships, loans, etc., students carrying less than seven credits are ineligible for such awards. Because of work schedules and family responsibilities, nonconventional participants will often carry a credit load below this level. Such students should receive equivalent consideration for financial aid, commensurate with their degree of need and extent of educational participation.**

The University's responsibility for providing supportive service is becoming an increasingly controversial issue. Present services, established over many years, absorb a significant part of the University's operating budget. The size and diversity of new audiences, the circumstances under which they participate, and the rising costs of support activities call for the development of criteria by which the University can assess its role and responsibility.

13. **As increasingly heterogeneous nonconventional audiences become a large part of the University constituency, the Board of Trustees should examine the needs of those audiences to determine the University's obligation and capacity to provide appropriate support services.**

*Credit for past experiences*

Increased access to University resources will involve participation by numbers of people who have not been enrolled in formal educational programs for some time. Others may never have attended a college or university. All will bring varying and often invaluable experiences with them—experiences which should not be discounted.

The University should not require anyone to enroll in a course

whose content he has already mastered through formal study, informal study, or other means.

14. **The University should continue and expand the availability of waiver examinations and credit by examination.**

15. **The University should develop new procedures to evaluate and give academic credit for competence gained through previous life experience or academic background.**

Examples of possible innovations include the College Level Examination Program and the Bachelor of Business Administration program now being put into operation by the Board of Regents of the State University of New York. Michigan State University should investigate existing practices and devise innovations directed toward specific fields of knowledge.

*Certification*

In a credential-conscious society, certification serves several purposes. Greater occupational rewards—advancement or increased compensation—may accrue to the individual who can document a successfully completed educational experience. Certification also provides a means for verifying certain levels of competence or skill. Additionally, the certificate acts as a symbol of achievement for the individual himself, providing a tangible representation of meaningful accomplishment.

Baccalaureate and graduate degrees are but one type of certificate. Associate of Arts degrees and Educational Specialist degrees offer alternative approaches to documenting educational programs. In addition, the Continuing Education Service, the Cooperative Extension Service, and other units now award certain kinds of specialized certificates—e.g., those presented to participants in professional seminars. The diverse types of educational programs that constitute lifelong education will require these and other alternative approaches to certification.

16. **The University should study and, wherever appropriate, expand or otherwise modify certification alternatives for participants in degree and nondegree lifelong educational programs.**

## Modification of Existing University Programs

### *Self-learning components*

Formal educational experiences usually decline drastically upon completion of a degree or termination of matriculated status. Further, participants often do not have the attitudes necessary for systematic self-initiated learning. Yet more than ever before, individual and social needs call for an ongoing, lifelong involvement in educational activities. Institutions of higher learning have the responsibility to orient audiences to lifelong education and to assist them in building the necessary skills.

17. **A fundamental responsibility of the University should be to help students become self-initiating learners. Appropriate course and program objectives should reflect this responsibility.**
18. **To facilitate recommendation 17, the Learning Service[4] should prepare materials (including media presentations) for distribution to the faculty. These materials should include instructional alternatives and methods of evaluation that emphasize the importance of self-learning. Guidelines for the evaluation of the suitability of the instructional alternatives themselves should be provided.**
19. **The University should institute an informational program to acquaint citizens of the state of Michigan with the concept of lifelong education, its implications, and existing and emerging opportunities for lifelong learning experiences.**

### *Educational technology*

The size and diversity of potential audiences, the circumstances under which they participate in learning experiences, and the limitation on economic and manpower resources call for the widespread use of technological delivery systems.

New methods and techniques with potential educational rele-

[4] Under the Educational Development Program in the Office of the Provost.

vance are appearing continuously. The Carnegie Commission has estimated that about 10 to 20 percent of all on-campus instruction will be "mediated"[5] by the year 2000. In actuality, this estimate may be much too low. Last year at Michigan State University, for example, about 10 percent of all freshman and sophomore credit hours were mediated by the closed circuit television system alone. Since this figure does not include other electronic means, such as audio and video cassette playback machines, digital computers, motion pictures, and the like, the Carnegie Commission estimate seems conservative.

These technological implements hold great promise for facilitating off-campus lifelong education, especially external degrees and semi-independent study. Within a few years a great deal of off-campus lifelong education may be made available through media channels. The Carnegie Commission agrees with this prediction, suggesting that technological mediation will carry much greater amounts of off-campus instruction by the 1980s—perhaps 80 percent or more.

Although Michigan State University enjoys a position of world leadership with respect to closed circuit television, instructional development, and the use of technology on its campus, electronic mediation has been used in only a very limited way to reach off-campus students.

**20. The University should employ mass media and technology to extend formal educational opportunities to off-campus populations. The number and variety of educational programs available through the mass media should be increased.**

Although the academic units should bear primary responsibility for the implementation of this recommendation, the units will obviously need to seek the assistance of appropriate organizations and experts on campus, particularly WKAR-TV and radio and the Instructional Media Center. Channels for securing audience response should be developed and used wherever possible.

**21. To increase efficiency and effectiveness, the University**

[5] Available through electronic or other nonpersonal media rather than through face-to-face contact with a lecturer or other resource person.

**should centralize the administration of telecommunications services.**

This centralization should be a phased process guided by the appropriate central administrative office (see page 47). Academic and other units should retain production facilities commensurate with their special needs and capacities.

Mass media services—for the University, primarily radio/television broadcast facilities—should be complemented by other existing and emerging technological delivery systems.

22. **The University should encourage the use of diverse types of technological delivery systems, such as tapes, cassettes, closed circuit television, cable television, computer-assisted instruction, etc., for all appropriate aspects of lifelong education.**

The application of technology to the education of campus-based students as well as participants living off campus may create a number of major problems. First, standard operating budgets do not provide sufficient funds for the purchase of high-cost instructional materials produced externally. Yet the typical American child devotes 22 hours per week to television. Thus, today's university student has been acclimated to media communication styles almost from the moment of his birth. He is accustomed to learning through a wide range of formats. In the future, the University will need to devise operational budgets in which funds are categorized for the purchase of videotapes, audiotapes, motion picture films, computer programs, and similar educational materials.

23. **The University should examine its instructional budgets in relation to the potential of multimedia instructional systems for meeting the needs and expectations of new generations of students.**

Another major problem arising from the application of technology concerns the creation of original programs. The development of suitable programs for public distribution is an extremely difficult, technical, and expensive undertaking. A single episode of the children's show *Sesame Street*, for example, costs over $30,000 to produce. Programs of this kind are inevitably team

efforts. Furthermore, such programs expose the entire University to mass audiences. The University's image and future will be strongly influenced by audience reactions to its productions.

**24. Michigan State University should expand its present involvement in creating and packaging mediated programs for lifelong education. However, it is critical for the University to limit offerings to programs of the highest quality and, at least initially, wide audience appeal.**

In addition, the Educational Policies Committee should examine many academic issues raised by the greatly expanded use of technology. For example: What controls should be exercised over programs transmitted by mass media? Are program review procedures needed? If so, what procedures are appropriate? Should faculty receive extra compensation when they appear in prominent roles on programs distributed over mass media?

A third issue arising from the use of technology concerns the marketing of programs created by the University and its faculty. Through the Educational Development Program, the Instructional Media Center, and closed circuit television, the University has developed over the past ten years a wide variety of high-quality instructional materials. Some of these materials are now being marketed nationally.

**25. The University should establish a capability for media publication, distribution, and marketing.**

It is reasonable to believe that such an operation would not only become self-supporting in a short period of time, but could help finance the development of new and improved educational products.

Although reliance on educational technology may be perfectly suitable to many participants and for many learning experiences, some people may require a more supervised setting. Individuals who have not participated in education for some years might need the support offered by personal contact. Others will merely find technologically facilitated study too solitary to be rewarding. In any event, all participants should have the opportunity to benefit from the interaction possible through face-to-face contact with faculty.

**26. Programs mediated through technological delivery systems should offer an appropriate amount of contact with teaching faculty and fellow participants.**

The "appropriate amount" will be determined by subject matter, predisposition and progress of participants, and evaluative and certifying requirements. In some instances this contact may entail either standard or abbreviated periods of residence on campus; in others, no period in residence will be necessary.

*Degree programs*

At the bachelor's level, Michigan State University grants the degrees of Bachelor of Arts, Bachelor of Fine Arts, Bachelor of Science, Bachelor of Landscape Architecture, and Bachelor of Music. All of these programs require that at least 40 credits be earned on the East Lansing campus after reaching junior status.

At the master's level, the University offers the degrees of Master of Arts, Master of Arts for Teachers, Master of Business Administration, Master of Fine Arts, Master of Labor and Industrial Relations, Master of Landscape Architecture, Master of Music, Master of Science, Master of Social Work, and Master in Urban Planning. Usually a minimum of 13 credits toward the master's degree must be earned on campus, although the Colleges of Education, Business, and Engineering offer off-campus degrees in selected locations.

Residence requirements exclude individuals whose work or family responsibilities prevent attendance of campus classes. Although degree programs might extend personal enrichment or occupational advancement, such people are effectively denied these benefits.

**27. The University should review and amend its residence requirements to permit the extension of appropriate degrees to audiences who cannot attend campus classes.**

**28. The colleges of Michigan State University should offer appropriate baccalaureate degree programs which would be of interest to off-campus audiences and begin to develop means of making those programs available.**

**29. Current programs of off-campus study leading to graduate degrees at the master's level should be continued. Colleges should identify other appropriate master's degree programs of interest to off-campus students, and develop means for making these programs available.**

The Task Force on Lifelong Education does not recommend that Michigan State University offer external degree programs beyond the master's level at this time.

*Nondegree programs*

Nondegree formats range from auditing regular courses and enrollment in the Evening College (under the Continuing Education Service) through seminars, conferences, and short courses, to the individually based problem-solving characteristic of Cooperative Extension. The learning experience not oriented to a degree is potentially the most effective answer to many lifelong educational needs.

**30. In establishing credit programs that are not degree oriented, the academic units of the University should give priority to development of programs aimed at:**

**–The educationally neglected[6] and economically distressed**

**–Professionals seeking skill updating and improvement**

**–Those who need certification for completion of a program for job change or advancement**

**For noncredit programs, all University units, academic as well as service, should assign significant priority to programs serving:**

**–The educationally neglected and the economically distressed**

**–Individuals seeking skill updating or improvement**

**–Educational and social institutions attempting to develop independent educational capacities**

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[6] The term *educationally neglected* refers to those persons heretofore inadequately served by institutions of higher learning. The educationally neglected consist of the disadvantaged, the elderly, minorities, the occupationally displaced, women, and the socially distressed.

## New Programs

### *The Bachelor of General Studies*

To balance recent emphasis on career-oriented education, the University should provide learning opportunities that encompass variety and flexibility while addressing the unique needs of a wide group of participants who seek a less specialized, more general course of study. These participants include:

- —Employed people for whom a college degree is a requirement for advancement or increased compensation
- —Younger people who, aware of the increasing amount of lateral vocational mobility that characterizes early work years, wish to prepare themselves for a variety of possible jobs
- —People who wish to complete a degree as a meaningful way of employing leisure time
- —People who desire a curriculum grounded in a broad interdisciplinary experience of the arts, humanities, and sciences

An estimated 25 percent of the population of Michigan lives within 70 miles of the Michigan State University campus.[7] In Lansing alone, as many as 6,000 civil service employees are locked into present job classifications because they lack college degrees.[8] The University College can identify several hundred mature adults at freshman and sophomore levels (and there may be many more proportionately at upper division levels) who need access to a degree program scheduled at night, on weekends, and in nontraditional formats.

These individuals have unique backgrounds, often transferring credits from three or more institutions. They do not need restrictive majors—they need complementary courses and courses to fill the gaps in programs previously begun. They are highly motivated, having purposes that do not fit neatly into major programs de-

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[7] Michigan State University College of Education, "Friendly Amendments: The College of Education Response to the Preliminary Report of the Task Force on Lifelong Education," January 1973, p. 11.

[8] Estimate prepared under the direction of the Michigan Civil Service Commission Board.

signed for students who enroll immediately after secondary school.

Programs aimed at fulfilling the needs of these individuals are being put into operation by several institutions across the United States. Usually they are labeled general studies or individual studies degrees. Although different in detail, they share two features. First, they rely on an inter- or multidisciplinary approach, avoiding narrow or restrictive specialization. Second, categorization of course requirements is on an individual basis. The participant and his adviser shape a course of study according to personal requirements and preferences.

**31. The University, employing all appropriate academic resources, should design and offer a Bachelor of General Studies for both campus and off-campus students.**

The extent of identified educational needs that might be successfully met by a Bachelor of General Studies degree renders an immediate response imperative. Several colleges are possible repositories for such a degree—the College of Arts and Letters, the College of Communication Arts, the College of Natural Science, the College of Social Science, University College, and the College of Urban Development. An initial development of a general studies degree within one unit, however, should not preclude the offering of individualized degrees by other units.

The University should be careful to prevent duplication of effort. In a state possessing 29 community colleges, many of which offer two-year liberal studies curricula, the University should take care to avoid infringing upon the functions of other institutions.

**32. Michigan State University should offer any Bachelor of General Studies degree predominantly at the upper division (junior-senior) level.**

*Other new programs*

In its investigations, the Task Force examined the possibility of determining the needs of specific audiences as well as specifying appropriate new programs and resources for meeting those needs.

The recommendation for a Bachelor of General Studies arose from this process.

The design and administration of other new programs will be dependent upon, among other things, the audiences for whom the program is intended, the geographical locations in which the program is offered, the needs which the program addresses, and the subject matter it includes.

The Task Force did not attempt to identify these factors or to outline in detail any variety of actual programs for three reasons. First, such specificity would have demanded expertise and resources that the Task Force members did not possess, as well as an investigation substantially different from the sort they contemplated. Second, the Task Force felt that it would be inappropriate to assume responsibility for certain decisions of the academic units. The colleges and departments, as entities most aware of their own resources and most familiar with the state of their respective disciplines, are better suited to cooperate with both campus and community audiences in establishing program objectives, content, etc. In an integrated system, the primary responsibility for initiative and involvement in lifelong education properly remains with the academic units. Finally and most important, audience, locations, course content, and objectives are all influenced by constantly changing social conditions. Thus, recommendations dealing with program design had to focus on *process* rather than on details that might be rendered outmoded by changing circumstances. The following section outlines a project for initiating that process.

## A Community Lifelong Education Project

Learning occurs continuously within individuals and communities whether or not any educational institution is involved. The institution, however, can offer many resources to improve the reliability and efficiency of the process. If Michigan State University is to interact with more and different citizens throughout their adult lives, it must do so by taking account of the needs and interests of the citizens, as one of many social and educational institutions contributing directly or indirectly to individual and group learning. The Task Force assumed:

(*l*) *A wide variety of groups in the society can and will make a useful contribution to the delivery of expanded services. To the extent possible, the University will seek to involve resource people from the community in educational programs.*

Greater access and new kinds of learning experiences must be provided, principally at the local level. The new patterns of interaction explicit in the recommendations of the Task Force will require an ongoing assessment of many aspects of community life: groups and their educational needs, present and potential problems calling for research efforts, available learning resources, channels for the dissemination and use of knowledge, and the ways in which the University may combine its efforts in effective and complementary relationships with other agencies and institutions. Useful and reliable programming may depend upon cooperation and the flow of information among the academic units of various educational organizations and their target localities throughout the state. To bring about such cooperation and communication, the University must expand its existing linkages into a community lifelong education system.

Recognizing the variation in needs and priorities of different communities, it is both inappropriate and impossible to predetermine the shape of a lifelong educational program in any given locale. Thus, the Task Force felt that a community lifelong education system would be most valuable if established in response to experience, shaped by and to a degree shaping the conditions under which it operates—an evolving system based upon the currently existing network of relationships. This chapter and its recommendations seek to give impetus to the growth of such a project.

Despite the extensive lessons taught by past involvements and the activities of other universities, there are many unanswered questions about lifelong education and its place in the community. The assumptions of the Task Force provide only broad and provisional answers to such questions. Since Michigan State University must venture into an expanded program of lifelong education against a backdrop of severe fiscal constraint, the testing and

refinement of these assumptions should precede the full implementation of many Task Force recommendations.

The Task Force, therefore, sought a mechanism for the *ongoing* assessment of local, regional, and statewide conditions affecting lifelong education. The mechanism should attempt to ensure that academic units are armed with accurate and appropriate data before actually entering into programming of a given sort in a given area. This, in turn, should guarantee timely and effective educational experiences.

**33. Michigan State University should establish an experimental Community Lifelong Education Project. The project should encompass one or more communities and work with them to (1) define appropriate lifelong education needs, techniques, and target populations; (2) explore interinstitutional linkages for providing lifelong education at the local level; (3) examine organizational patterns for relating the University to the community; and (4) evaluate costs and benefits associated with various program alternatives.**

**34. The community or communities chosen for the Community Lifelong Education Project should be committed to the project and give evidence of this commitment. They should be large enough to allow the University to explore a full range of interrelated problems and at the same time small enough for the project to have a measurable impact. Finally, each community selected should have existing University offices or programs.**

Because of the complexity of any process that attempts to develop new relationships or functions, the implementation of this recommendation must be phased so as not to preclude full participation by individuals and institutions representing varying constituencies within the community. Nonetheless, any phased implementation must recognize the need for overlap and continuity of established functions.

The initial responsibilities to be fulfilled by the project should include:

—Identifying and establishing cooperative relationships with existing University programs and facilities within specified regions

—Establishing relationships with other educational institutions, community leaders, and decision makers

—Participating in the identification of major areas of interest or concern in the communities

The second stage of implementation should include a comprehensive assessment of the community, including the collection of existing data in major areas, the identification of specific audiences, the exploration of possible alternatives and objectives, and the determination of priorities. This stage may require the involvement of University-based staff support.

Upon completion of stage two, the Community Lifelong Education Project should be staffed by three to five people in each selected locale. Each staff member should have expertise in a field in which there is much public interest, e.g., medicine, criminal justice, education, or municipal government. Placed in designated areas for an initial period of three to five years, this staff would not be expected only to study or do research of a theoretical or abstract nature. Their functions should include:

—Assisting other organizations and agencies to conduct their own lifelong educational programs

—Acting as a bridging or facilitating link between the community and the academic units of the University

—Consulting activities by on-site personnel for specific problem solving

—Evaluation and refinement of lifelong educational programs

—Collaboration with community leaders and constituents in developing suitable and effective programs to meet educational needs

The University should view the Community Lifelong Education Project not as an end in itself but as a vehicle for broadening understanding of lifelong learning and testing new concepts, procedures, and organizational structures. In this regard, the project should enable the University to assess a wide range of proposals for lifelong education. A second important feature of the Community Lifelong Education Project should be the provision of a

mechanism capable of evaluating project performance. The mechanism should provide for personnel whose sole responsibility would be the evaluation of results of alternative programs.

35. **A major responsibility of the Community Lifelong Education Project should be to determine the relevance of its activities for communities throughout the state and to recommend to the University and other social and educational institutions procedures for implementing effective programs.**

36. **Before establishing a Community Lifelong Education Project, the University should carefully define program objectives to provide a basis for designing and evaluating an optimal project.**

37. **The Community Lifelong Education Project also should include a group of professionals whose responsibility is to assist the local staff in studying and evaluating the ongoing effectiveness of lifelong educational programs in participating communities.**

At this time it is difficult to predict what new organizational structures, operational procedures, and programs will emerge from the development of the proposed project. Regional programs may become more extensive. Local advisory councils, composed of community leaders and their constituents, may be established to assist in planning, coordinating, and evaluating programs.

In the meantime, the University should continue its present efforts to increase the effectiveness of existing community-based programs.

38. **To increase the efficiency and effectiveness of Michigan State University's operations within municipalities, counties, or other specified regions, the various off-campus units should, wherever feasible, pool physical and academic support services, share research and applied data, and integrate and coordinate educational programs.**

As outlined, the Community Lifelong Educational Project will involve a large expenditure of manpower and financial resources. The University will be unable to absorb such costs from its current operational budget.

39. **The University should seek external funding from appropriate private or governmental sources to finance the first five years of operation by the Community Lifelong Education Project.**

Since such sources are more receptive to providing start-up and developmental funds than to supporting ongoing programs, the project should attempt to design and offer services and learning experiences eligible for eventual state subsidization.

# 5

## Organizational Arrangements

Lifelong educational activities at American land grant institutions traditionally have been conducted through extension units or departments classified as agricultural (mainly the Cooperative Extension Service) or nonagricultural, general extension structures. Nationally, organizational relationships between agricultural and general extension units fall into four broad patterns.

Pattern 1: Cooperative extension and general extension have no administrative relationship.

Pattern 2: Cooperative extension and general extension are headed by different people, both of whom report to the chief extension officer of the institution—e.g., a vice president for public service.

Pattern 3: Cooperative extension and general extension have been merged into a single administrative unit directed by the chief extension officer of the institution—e.g., a dean of extension.

Pattern 4: Cooperative extension has its own staff and resources, while the separate academic units of the institutions carry out general extension activities. All units report to the chief academic officer of the institution.

The organizational patterns of the Cooperative Extension Service and general extension units have been undergoing study and modification over the last two decades. A 1970 survey of the National Association of State Universities and Land-Grant Colleges' Council on Extension employed the categories outlined above to classify its membership. Of 92 institutions, 76 responded to the questionnaire. Of these, 29 indicated that they had no cooperative extension service, while the remaining 47 were distributed as follows:

Pattern 1: 29 institutions, including the University of Illinois, Pennsylvania State University, and Purdue University

Pattern 2: 5 institutions, e.g., the University of Georgia

Pattern 3: 11 institutions, including the University of Missouri system, Oklahoma State University, and the University of Wisconsin

Pattern 4: 2 institutions, e.g., Clemson University

This information led the Task Force to an assumption:

(m) *A variety of models for offering lifelong education are currently available, some of which are more appropriate to Michigan State University than others.*

At Michigan State University, the Cooperative Extension Service resides within the College of Agriculture and Natural Resources, largely employing its own staff and resource faculty from six other colleges. The director of the Cooperative Extension Service reports through the dean of the college to the provost (see accompanying chart).

The Continuing Education Service provides centralized administrative services for the various academic units of the University. Although there are Full-Time-Equivalant (FTE) positions budgeted within a number of colleges[1] for continuing educational activities, these account for a minority of the actual programs available. The remainder are conducted by departmental faculty who are compensated on an overload schedule from the budget of the Continuing Education Service. The director of Continuing

[1] For example, the Colleges of Social Science, Education, Human Medicine, and the Center for Urban Affairs.

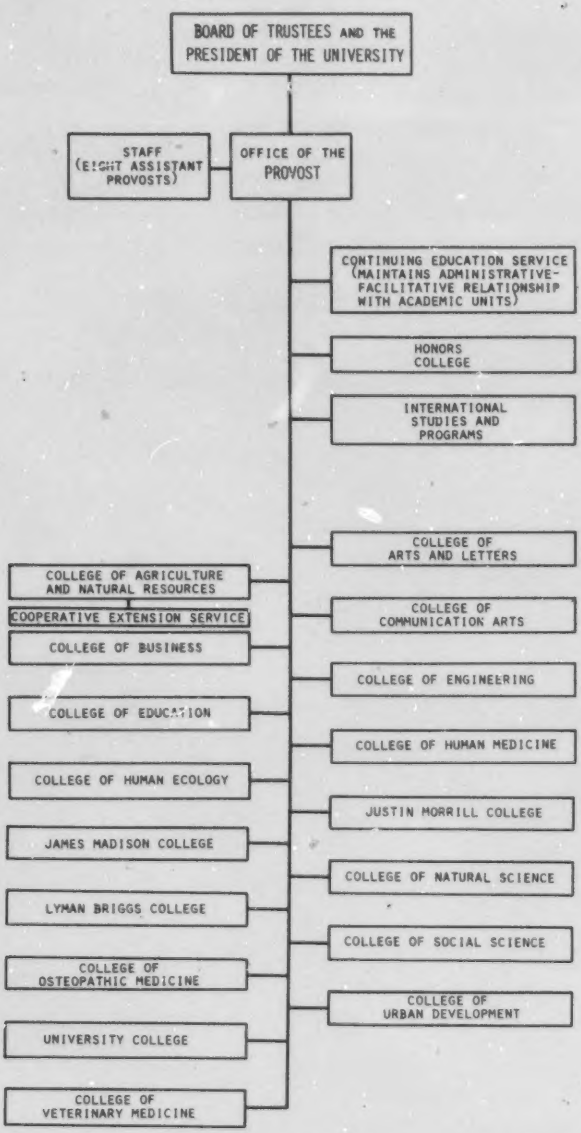
BOARD OF TRUSTEES AND THE PRESIDENT OF THE UNIVERSITY
STAFF (EIGHT ASSISTANT PROVOSTS)
OFFICE OF THE PROVOST
CONTINUING EDUCATION SERVICE (MAINTAINS ADMINISTRATIVE-FACILITATIVE RELATIONSHIP WITH ACADEMIC UNITS)
HONORS COLLEGE
INTERNATIONAL STUDIES AND PROGRAMS
COLLEGE OF ARTS AND LETTERS
COLLEGE OF AGRICULTURE AND NATURAL RESOURCES
COOPERATIVE EXTENSION SERVICE
COLLEGE OF COMMUNICATION ARTS
COLLEGE OF BUSINESS
COLLEGE OF ENGINEERING
COLLEGE OF EDUCATION
COLLEGE OF HUMAN MEDICINE
COLLEGE OF HUMAN ECOLOGY
JUSTIN MORRILL COLLEGE
JAMES MADISON COLLEGE
COLLEGE OF NATURAL SCIENCE
LYMAN BRIGGS COLLEGE
COLLEGE OF SOCIAL SCIENCE
COLLEGE OF OSTEOPATHIC MEDICINE
COLLEGE OF URBAN DEVELOPMENT
UNIVERSITY COLLEGE
COLLEGE OF VETERINARY MEDICINE

FIGURE 1 - PRESENT ORGANIZATIONAL RELATIONSHIP OF THE CONTINUING EDUCATION SERVICE, THE COOPERATIVE EXTENSION SERVICE, THE OFFICE OF THE PROVOST, AND THE ACADEMIC UNITS.

Education, like the academic deans, reports directly to the Office of the Provost.

Cooperative Extension and the Continuing Education Service do not constitute the entire University involvement in lifelong education, but they are presently its major foci. In the light of a desire to expand that involvement, the Task Force on Lifelong Education felt that any new organizational structure must provide for the performance of eight functions:

- —The monitoring and coordination of lifelong educational opportunities, with budgetary responsibility
- —The stimulation or catalyzing of innovative opportunities in lifelong education
- —The evaluation of lifelong educational programs
- —Community liaison, as a contact point which is visible and oriented toward public needs in the area of lifelong education
- —Overseeing centralized managerial services for the facilitation of lifelong educational activities
- —Continuing cooperation with other agencies and institutions in the interest of effective and efficient lifelong educational opportunities at both state and community levels
- —The solicitation of funds from private and governmental sources for lifelong educational projects and programs
- —The provision of overall policy direction for an integrated and coordinated system of University lifelong educational functions in response to demonstrated needs

Prior to recommending an organizational arrangement to accomplish these functions, the Task Force studied three alternatives. These were:

*An autonomous unit.* Such a unit would possess centralized administrative authority and its own faculty and instructional resources, operating independently of the other academic units of the University. The Cooperative Extension Service and the general extension programs offered by the institution would all be subsumed within this unit.

*An expansion of the role of the Office of the Provost.* The charge to the provost would be modified to include accountability for increased quantity and quality of lifelong educational opportunities. Additional staff to maintain this responsibility would join the Office of the Provost. The Cooperative Extension Service and other lifelong educational programs would report through their respective deans to the provost.

*A vice president for lifelong education.* Two possibilities were envisioned. In the first, the vice president would maintain a staff relationship to the president while empowered with budgetary authority for managerial services necessary to facilitate lifelong education. He would cooperate with the Office of the Provost, which would retain budgetary responsibility for all academic programs. The second vice presidential alternative would maintain budgetary responsibility and position control for lifelong educational activities based in the academic units, including Cooperative Extension. The Cooperative Extension Service and other lifelong educational programs would report to the vice president through the deans of the respective colleges.

The alternatives were discussed according to the likelihood that they would, among other things: (1) bring about the elevation of lifelong education to the status of a primary institutional priority; (2) provide a highly visible and prestigious access point to enhance communication with participating faculty and the community; (3) facilitate coordination and cooperation between the Cooperative Extension Service and other lifelong educational programs; (4) increase the involvement of faculty with highly appropriate expertise in individual lifelong educational projects; (5) increase the likelihood that lifelong educational responsibilities would be assumed as standard or "part of load" among a large proportion of faculty members; (6) place lifelong education within the sphere of central administrative policy-making bodies, including the Board of Trustees; and (7) enable the University to adapt continuously to changing social needs for lifelong education.

At Michigan State University, the concept of an autonomous unit has potential limitations. Its separate faculty and programs might lead to an unacceptable degree of conflict and duplication.

It is expensive—in times of fiscal restraint, prohibitively so. Most important, however, an autonomous unit can seldom draw on the entire resources of the University. The segregation of lifelong educational faculty and programs within a separate system might deny many audiences access to the programs and personnel best suited to serve them—as well as possibly give rise to an academic hierarchy or class system on the basis of the perceived educational priorities of the institution.

Again within the context of Michigan State University, a vice presidency, while not necessarily preventing an integrated response, could lead to a sharpening of functional distinctions between lifelong education and other academic programs. A vice presidency also would necessitate the establishment of a complicated and duplicative reporting procedure between itself and the academic units—forcing them to serve, in effect, two masters. In addition to interposing a new layer of bureaucracy, a vice presidency might become embroiled in serious budgetary competition with the provost's office and other units.

So long as it is desirable for the academic units to bear primary responsibility for initiating and conducting lifelong educational activities, the central administration of lifelong education should be carried out by the chief academic officer of the institution. (In addition, administering lifelong education through an existing office should lessen start-up time and expenses for new programs.)

At Michigan State University, the chief academic administrator is the provost. Although many of the duties necessary to facilitate lifelong education are currently performed by the Office of the Provost, the elevation of lifelong education as an institutional priority will require an intensification of effort. An efficient and effective integration of lifelong education will necessitate the involvement of an administrator with both staff and budgetary capacities. The duties of the provost are already extensive, however, and present organizational arrangements delegate primarily staff responsibilities to the assistant provosts.

**40. A reorganization of the Office of the Provost should be undertaken, directed by the president and assisted by the provost and other appropriate personnel, in order for that office to more effectively administer lifelong education.**

**This reorganization should enhance the role of the provost's office in coordination and innovation.**

41. **For the present, the Cooperative Extension Service should continue to report through the dean of the College of Agriculture and Natural Resources. However, the Office of the Provost should periodically review the relationships between the Cooperative Extension Service, the Continuing Education Service, and other lifelong educational programs to ensure the effectiveness and suitability of organizational arrangements.**

42. **A permanent advisory committee should be established to assist the Office of the Provost in coordinating lifelong educational programs and activities, including those offered by the Cooperative Extension Service and other units of the institution.**

Upon completion of the recommended reorganization, the Office of the Provost should assume responsibility for lifelong education at Michigan State University. Duties should include:

- —Monitoring, coordinating, and evaluating lifelong education programs in relation to evolving individual and community needs
- —Stimulating new lifelong educational opportunities and projects
- —Overseeing the phased centralization of the University telecommunications system (see chapter 4), and effectively relating that system to others as they are developed in the state of Michigan
- —Administering Kellogg Center, the University regional continuing education centers, the University conference and institute program, and the University's telecommunications system
- —Engaging in community-University liaison, enunciating the mission of lifelong education, and providing visible access points, information, and assistance to the public, faculty, staff, and student body of the institution
- —Providing required managerial and facilitating services in support of lifelong education activities

—Maintaining cooperative relationships with external agencies and institutions and, where appropriate, developing collaborative arrangements in the interest of effective and efficient lifelong education programs at both state and community levels

—Developing budgets and obtaining funds for lifelong education programs and support services and seeking resources from private foundations and federal and state government to support lifelong education

—Providing direction and management for the Community Lifelong Education Project

—Maintaining, both on campus and at off-campus access points, a total-University response capability for bringing institutional resources to bear on complex educational problems of interdisciplinary character

The Task Force assumes that in the reorganization of the Office of the Provost several subunits currently administered by the Continuing Education Service will be examined—for example, the Highway Traffic Safety Center, the Institute for Community Development, the Pewabic Pottery Center, the Abrams Planetarium, and others.

**43. Those units currently within the Continuing Education Service that are not mentioned in the fourth item on page 47, should be reviewed for the purpose of determining whether they might be more appropriately housed in one of the academic units of the University or centrally within the Office of the Provost.**

Appointing an assistant dean or coordinator for Continuing Education in each of the academic colleges of the University has proven effective and valuable. Changed conditions and responsibilities may or may not require new administrative arrangements.

**44. Deans should examine administrative arrangements within their respective colleges to determine their suitability for facilitating an expanded involvement in lifelong education.**

# 6

# Major Academic and Financial Concerns

## Quality Control and Program Evaluation

The University must ensure the integrity of its standards. All of its programs must meet comparable, though not necessarily identical, criteria for the quality of their content and methods. The Task Force assumes that lifelong education will observe the exacting gauge to which Michigan State University has long submitted itself. Goals and expectations should be clearly articulated before beginning any program; accountability, as it relates to quality, depends upon a careful definition of educational ends by both the University and participating audiences.

**45. All University lifelong education programs must be of the highest quality in accordance with the objectives of the learning experience they offer.**

Continuance and expansion of any program should depend upon demonstration of high quality, effectiveness in achieving objectives, and favorable student interest and response.

**46. Quality should be continually monitored through procedures developed for the joint evaluation of offerings by program participants and the academic and administrative units which support the program.**

Such units will include departments, colleges, academic governance bodies, the Office of the Provost, and various combinations thereof. Participants' responses should be examined during, as well as after, the completion of programs.

47. **To determine the extent to which various lifelong educational experiences serve long-term needs, time-lapse surveys of representative samples of participants should be conducted.**

The resulting data should be taken into account in the design of new programs as well as the rating of existing ones.

## Faculty Opportunities

In discussing the faculty's response to an expansion of lifelong education at Michigan State University, the Task Force relied on the following assumptions:

(*n*) *New clientele and new delivery systems in the University will necessitate a philosophic commitment to lifelong education by faculty, staff, and administration and will require added teaching skills and changes of methodology.*

(*o*) *The interests, training, and commitments of many of the present faculty are directed to professional services other than those which will be necessary to meet the lifelong educational needs of diverse populations and unique educational settings.*

Until now, little systematic development and evaluation have been devoted to lifelong education. There are inadequate data regarding the unique needs and problems of groups that will constitute new audiences. There are few faculty and staff personnel with well-developed specializations in lifelong education.

The University must intensify the process of developing a talent pool as a source of expertise for the lifelong education program. At the same time, the institution must increase its efforts to orient and inform faculty, staff, students, and public constituencies about lifelong education—what it is, why it is crucially important, and what is being done to implement it.

48. **The University should expand its criteria for faculty hiring, embodying in that expansion components that will ensure the employment of a greater percentage of faculty familiar with, concerned about, and capable of lifelong educational activities.**

49. **Criteria for salary increases, promotions in academic rank, and the awarding of tenure should reflect the lifelong education efforts of faculty members proportionate to other accepted criteria.**

50. **The University should especially encourage the academic units to provide for travel opportunities and allowances, study sabbaticals, released time for program development, and other mechanisms to encourage faculty members to increase their expertise and involvement in lifelong educational activities.**

## Financial Issues

### *Sources of funds*

On its present operational budget, the University will be unable to undertake an effort of the scope recommended by the Task Force on Lifelong Education. New funds will be necessary, but current fiscal limitations at local, state, and national levels render the acquisition of such funds difficult. The Task Force recognized these constraints in the following assumptions:

(*p*) *Although a market exists for lifelong educational opportunities, that market will be very sensitive to costs and convenience.*

(*q*) *To meet the costs of expanded lifelong education increasingly relevant to present and emerging social reality will require additional financial resources.*

(*r*) *Foundations will be receptive to proposals for defraying developmental and start-up costs, experimental programs, and similar activities. However, foundations are generally unwilling to support continuing operational programs and are also unlikely to maintain a program of lifelong education.*

The Task Force, therefore, supports a diversified approach to the financing of lifelong education.

51. **To finance start-up costs and initial operations of experimental lifelong educational projects (e.g., the Community Lifelong Education Project), Michigan State University should seek grants from appropriate foundations.**

52. **The University should encourage state, county, and municipal governmental units to extend partial or full fiscal support to lifelong educational activities of community benefit.**

53. **In commercially oriented lifelong educational activities undertaken at the request of corporations or other entities, the University should contract with those entities to absorb programmatic costs.**

54. **In problem-oriented lifelong educational activities, the University should seek fiscal support from governmental agencies and departments at the appropriate level (local, state, or federal).**

Except for Cooperative Extension and conventional degree programs, lifelong education generally has not been supported by legislative appropriations.[1] Nonetheless, many individuals seeking lifelong educational experiences are already supporting educational institutions through state, federal, and local taxes. Such persons contribute a great share of present subsidies. They should have the opportunity to make use of University resources underwritten by those subsidies.

55. **The University should strongly urge ongoing state support of appropriate lifelong educational activities.**

*Fee structure*

Tuition for credit-enrolled students for the 1972-73 academic year was as follows:

[1] A smaller number of Full-Time-Equivalent positions in various colleges are budgeted from legislative appropriations.

| | *Tuition per Credit Hour* | |
|---|---|---|
| | Undergraduate | Graduate |
| On-campus | | |
| Michigan resident | $15 | $16 |
| Nonresident | $34 | $35 |
| Off-campus[2] | $23 | $23 |

Tuition for noncredit enrollees varies according to the nature and cost of individual activities and, in some cases, according to the extent of costs that may be borne by sponsoring groups. After examining the circumstances under which many potential audiences participate in lifelong education, the Task Force arrived at the following recommendation:

**56. Tuition for credit-enrolled participants should be equal both on and off campus.**

*Refocusing the University's effort and emphases*

An expanded role in lifelong education will require appropriate budgetary mechanisms. Significant budgetary flexibility must be ensured to encourage constructive experimental and developmental activities. At the same time, funds allocated for ongoing lifelong educational programs must be protected from gradual diversion to other areas.

After examining alternatives, the Task Force chose the University's Educational Development Program as a viable developmental budgetary model. The Educational Development Program is a discretionary funding mechanism within the Office of the Provost. Faculty may apply for grants for innovative projects aimed at improving undergraduate education. Funds are transferred for a limited period of time into the operating budgets of departments or colleges receiving grants.

**57. The University should seek financial support to establish a lifelong education grants program. The Office of the Pro-**

[2] Off-campus tuition has been higher than on-campus tuition because of the state legislature's policy that off-campus activities of Michigan State University should be self-supporting.

**vost should administer the program, allocating funds to support appropriate developmental or experimental projects.**

The following criteria should be considered in evaluating proposals for projects eligible for grants:

—Projects should be innovative and experimental.

—Projects should be directed primarily to nonconventional students.

—Projects should be amenable to evaluation and indicative of potential for improving the quality of lifelong education. Whenever possible, projects should be generalizable—applicable in many regions of the state, appropriate for other units of the University, and/or relevant to diverse populations of learners.

—Other factors being equal, projects affecting large numbers of learners should take precedence over those affecting small numbers of learners.

—Projects should be approved with the understanding that, if successful, deans, department chairmen, and involved faculty will cooperate to seek funds for continuation of those projects.

For the support of their regular and expanding work in lifelong education, academic units will require a budgeting system that will provide flexibility and accountability. In the past, ongoing lifelong educational activities have been an adjunct to duties of the academic units. Although budgeting allotments once were made to several departments for regular lifelong educational responsibilities, the practice atrophied because such funds were frequently diverted to other programs and activities. Faculty could be attracted to efforts outside their conventional teaching assignments only by payment on an overload basis. The Task Force assumed that:

(*s*) *Resources of the University which may be relevant to lifelong education are not now fully used in expanding*

*educational opportunities for the citizens of the state. The University should seek to optimize the use of existing internal resources devoted to lifelong learning through cooperation and coordination.*

(*t*) *In view of the changing social context, there may be a need for the University to re-examine how it is allocating its resources for lifelong education.*

The Task Force on Lifelong Education urges that lifelong education be accepted as part of the standard mission of the academic units. The following recommendations aim at encouraging such acceptance:

58. **The Office of the Provost should allocate general funds under its control to the units of the University according to a system of program budgeting, with lifelong educational activities as an integral part of that system.**

59. **Whenever possible, lifelong educational activities should be assigned to faculty members as part of regularly compensated duties. However, the definition of such duties should take into account added effort, inconvenience, etc.—for example, travel between the University and regional centers—likely to be incurred in discharging them.**

60. **Upon implementation of the above recommendations, the academic units and the Office of the Provost should cooperate to minimize the use of overload payment.**

# 7

# Interinstitutional Cooperation

Although the Task Force undertook its mission as a response by a single university, perhaps the most crucial point in the report is that lifelong education must be a cooperative endeavor. Michigan State University can not provide all of the learning experiences needed by the people of the state. All institutions—corporations, governmental and civil service units, primary and secondary schools, community colleges, vocational and technical schools, and universities—must seek appropriate places within a statewide lifelong educational network. Each institution must respect the capacities and perogatives of its fellows, implementing complementary programs for the greatest educational service to the widest possible audience.

## Higher Education in Michigan

Michigan has 13 state-supported four-or-more-year colleges and universities, 29 state-assisted two-year community colleges, 47 private and church-affiliated colleges and universities, and a number of other proprietary schools, special institutes, and institutions of postsecondary educational training. While the State Board of Education has "general planning and coordination" responsibility

for higher education in the state,[1] its role is essentially recommendatory, especially in relation to Michigan State University, the University of Michigan, and Wayne State University. The Michigan Constitution stipulates that these three institutions will be autonomous, with publicly elected governing boards.

The governor's Commission on Higher Education has been charged with addressing three major tasks during 1973 and 1974. They are:

1. To define the goals of higher education in Michigan, including such matters as who should be educated, and for what purposes; the manpower needs of the state now and in the future; the purposes of graduate and undergraduate institutions; the role of the university; the college; and the community college.
2. To determine and recommend procedures and processes for the governance and coordination of higher education as it relates to both individual institutions and a system of institutions.
3. To determine the financial implications of meeting state goals of higher education, including recommendations as to the responsibility of meeting financial needs as between state and national government, private sources, and students and their families.

At this time, however, there is no formal, official, or mandatory state system for interinstitutional coordination.

## Voluntary Coordination

Several organizations have established voluntary cooperative arrangements. Among them are the Michigan Council of State College Presidents (for the 13 state-supported colleges), the Michigan Community College Association, and the Association of Independent Colleges and Universities of Michigan.

In February 1959 the Council of State College Presidents approved a plan for a coordinated extension system for Michigan.[2] This plan created the Coordinating Council of State College Field

[1] See Kleis, *et al.*, "Position Paper on Adult and Continuing Education" (working draft for an unofficial proposal).

[2] See the March 9, 1959, statement of "Policies Adopted for the Michigan Coordinating Council of State College Field Services," available from the Executive Director of the Council of State College Presidents. Also see the statement of policies relating to required field office operations, April 3, 1959.

Services—now called the Coordinating Council for Continuing Higher Education.

The Coordinating Council is composed of two representatives and two alternates appointed annually from each member institution. Since 1959, this council has actively functioned to implement a voluntary state-wide system for coordinating programs and services offered by its member institutions.

During 1971-72, the 13 state colleges under the Coordinating Council provided through their field service and continuing education division an estimated:

- —1,300 undergraduate credit courses, enrolling 2,000 "fiscal year equated" (FYE) students and producing 60,000 student credit hours
- —2,300 graduate credit courses, enrolling 5,000 FYE students and producing 97,000 student credit hours
- —2,200 noncredit courses, enrolling 1,200 FYE students and producing the equivalent of 35,000 student credit hours
- —1,000 conferences, institutes, and workshops, enrolling 110,000 conferees (representing 1,700 FYE students and 53,000 student credit hours)
- —3,000 correspondence courses, enrolling 290 FYE students and producing 8,700 student credit hours

The total number of programs (undergraduate and graduate credit courses, noncredit courses, conferences, institutes, and correspondence courses) made available to the adult public by Michigan's 13 state colleges and universities was approximately 9,800, with over 10,000 FYE students and generating about 250,000 student credit hours or the equivalent thereof.

The voluntary coordination of lifelong educational programs by state-supported colleges and universities is extensive; but coordination and cooperation occur elsewhere as well. The community colleges and independent colleges, through their associations and their community service divisions, also make a substantial contribution to cooperative lifelong education. None of these, of course, include the extensive state-wide programs of Michigan State University's Cooperative Extension Service, a lifelong educational system in itself.

Thus, while there is currently no mandatory system for coordinating postsecondary lifelong education programs and services, voluntary systems are making a significant effort to provide the necessary resources. Nonetheless, these systems sometimes compete, sometimes duplicate, and sometimes fail to provide the full range of opportunities needed by those who seek lifelong learning.

The Task Force adopted the following assumptions relating to interinstitutional cooperation:

(*u*) *Cooperative arrangements among the major universities for providing lifelong education to the people of the state would be most desirable. An interinstitutional consortium will require a major commitment by the administration, faculty, and staff of the various universities in Michigan.*

(*v*) *Cooperative relationships between Michigan State University and community colleges offer special opportunities to promote lifelong education.*

The Task Force then recommended:

61. **Since no mandatory system for statewide interinstitutional coordination of public and adult lifelong education programs exists at the present time, Michigan State University should continue to cooperate with the 12 other state colleges and universities in the voluntary system of the Coordinating Council.**

62. **Since the 13 state-supported colleges and universities do not represent all of the higher educational opportunities of the state, Michigan State University should also make a strong effort to cooperate with public schools, community colleges, independent colleges and universities, public libraries, and other social and educational institutions to develop a comprehensive and coordinated lifelong education network for the state of Michigan.**

## Interinstitutional Agreements and Arrangements

No single institution of higher learning can serve all the educational needs of all people. This limitation has led to specific interinstitutional cooperative agreements, consortia, and joint programs.

Michigan State University currently conducts community-based programs and activities through the 7 regional centers of the Continuing Education Service, the 80 county offices of the Cooperative Extension Service, and the medical training program of the colleges of medicine (in association with community hospitals).[3]

Several of the Continuing Education Service regional centers are administered jointly with one or more of the other state colleges or universities. Some are located on the campuses of state or community colleges. In Grand Rapids, Michigan State University, the University of Michigan, and Western Michigan University have approved plans to develop a common "university center" on an experimental consortium basis. Joint course and program offerings are available at several regional centers. A number of special projects, grants, and contracts are being conducted in cooperation with community colleges and other universities. Studies are underway to determine the feasibility of interinstitutional coordination of external degree programs, while special workshops and teacher-training programs are operating within local and intermediate school districts.

Interinstitutional cooperation is difficult but essential. Demands for flexibility and innovation will increase as open access, new instructional technology, and expanded knowledge reshape higher education.

**63. Michigan State University should continue lifelong educational activities through the regional centers, county offices, and community institutions now operating. However, some modification and change may be necessary to accommodate the development and expansion of educational communications, new instructional technology, and a coordinated state-wide system of higher education.**

The scope of needs, demands, and problems is of such magnitude that interinstitutional cooperation and joint arrangement are essential to any effective response. The Task Force cannot predict what state commissions and agencies may propose; but it does recognize the need for a state-wide commitment by all educational

[3] As has been noted previously, additional extension programs are employed independently by other academic and service units.

institutions to cooperate and engage jointly in fulfilling the responsibilities they bear.

**64. Michigan State University should explore its capacities for lifelong educational services with a systematic, coordinated working relationship with other schools, colleges, and universities of the state (public and private). A planned program should include interinstitutional consortia as well as formal and ad hoc contracts and agreements.**

**65. Through such a "systematic, coordinated working relationship," the University should encourage more extensive interinstitutional use, administration, supervision, and/or facilitation of appropriate:**

**—programs**
**—physical resources**
**—matriculation procedures**
**—program articulation**
**—transfer of credits**
**—certification**

Many avenues exist for cooperation between the University and Michigan's community colleges. Complementary and mutually supportive relationships with these institutions might encompass academic programs, physical facilities, community service activities, and many other factors central to lifelong education.

**66. The University should develop the closest possible working relationships with community colleges.**

The size of potential audiences and the range of needed programs suggest that an effective activity for the University may lie in assisting other institutions to conduct their own lifelong education programs. Cooperation with such institutions in the expansion of in-service educational opportunities represents a means for the University to optimize its scarce resources through "multiplier" effects.

**67. Strengthening the lifelong educational capacities of local institutions should be a high priority objective of regional operations of th University.**

# 8

## Conclusion

Many individuals who spoke with the members of the Task Force questioned the wisdom of expanding Michigan State University's involvement in lifelong education. They cited formidable obstacles. Quantitative information regarding potential markets is scarce and ambiguous. Conflicts—budgetary and other kinds—might arise between the University's present activities and many kinds of new lifelong educational programs. Perhaps most important, an expansion of activities will inevitably cost money, yet severe financial constraints are now imposed upon colleges and universities.

All of these reservations were held in good faith. For some questions, we candidly admit there are no easy answers—perhaps no answers at all. In our report, we have attempted to note the complexity of issues before addressing ourselves to recommendations.

Repeatedly, we were heartened by a fact that surfaced very early in our deliberations—a fact that inspired the title of the report, *The Lifelong University*. Michigan State University is, in fact, already a lifelong university. In discussing ideas that we thought were speculation, we often found that they were actually being implemented in programs and activities. This is indicated in

the recommendations by the frequency of words such as *expand* and *increase* rather than *begin* or *create*.

Even beyond our familiarity with the University's land grant heritage, we discovered that many of the institution's greatest strengths lie in its lifelong educational activities, especially the community-based ones. Those of us who spend most of our working hours on campus tend to forget that our concept of Michigan State University may be quite unlike that of a social worker in the Flint inner city or a farm manager in the Upper Peninsula. For persons such as these, lifelong educational programs are not a part of the University—they *are* the University.

We believe that "public service" and lifelong education have been sources of vitality for Michigan State University throughout its 122-year history. We harbor no fears in recommending that the University seek to develop those sources more fully and to ever greater advantage.

The Task Force on
Lifelong Education
Michigan State University

# Appendixes

# Appendix A

## Minority Statement Relating to Chapter Five of the Report to the President

### An Alternative View of Organization

The issue of locus and role of the principal administrator for lifelong education has divided the Task Force. On two occasions tie votes were cast. Action by the chair resolved the tie votes; it did not resolve the dilemma posed by the issue. The basic recommendation in the report is that general administrative responsibility for lifelong education should be lodged in a reorganized Office of the Provost. We respectfully dissent from that recommendation and present a rationale for both our dissent and our alternative recommendation.

We cannot accept the basic premise that lifelong education is (simply) an academic function and should be administered as such by the chief academic officer. Neither can we accept the arguments and recommendation built upon it. We see it as a false premise for it ignores two important factors. The first is that lifelong education involves major functions, not all of which are essentially academic. The second is that the recommended new thrust in lifelong education will pose policy and strategy issues, the resolution of which should involve but must not be confined to internal academic structures and traditional academic modes for making and implementing decisions.

Lifelong education includes a set of complex components, most of which have great implications for the University as a whole. Some are unique and require special administrative provisions. Others represent extensions of work appropriately administered within the Office of the Provost or other units. Such units, in their lifelong education contributions, should be coordinated within an

integrated system but not subordinated to an additional level of bureaucracy.

In view of these realities and in order to give emphasis and visibility to lifelong education, assure access to the president and executive group, centralize administrative and coordinative responsibility, reduce red tape and conflicts of interest, and enhance prompt and University-level response to needs and issues as they arise, we strongly believe that the general administrative responsibility for lifelong education at Michigan State University should be vested in a chancellor or vice president.

We see six major components in the comprehensive program of lifelong education that our Task Force proposed. Only one of them, though assuredly a major one, is necessarily lodged in the Office of the Provost. We cannot agree that all of the components should be administered, or that lifelong education would likely prosper if they were administered, within that office.

1. *The academic component.* Instruction and research constitute the sine qua non of lifelong education. The Offices of the Provost and the Vice President for Research Development should assume responsibility for them. Each college, as it develops an integrated effort in lifelong education, should be funded for it through regular program budgeting processes of the appropriate office. Principal responsibility for program quality and renewal should lie with the academic units.

   However, the vice president should monitor programs and consult on budget allocations. To assist innovation, program start-up, or specially needed short-term contributions in lifelong education he should have funds for providing short-term grants. These grants should be adequate to assist needed change and development emphases.

2. *Student service components.* Counseling, financial assistance, and other student services are very important in lifelong education. Providing such services will call for special competence and resources that should be provided, as are academic services, by the University unit best equipped to provide them. The vice president for lifelong education should be supportive in interpreting needs and providing funding for innovation, start-up, or specially needed services.

3. *A complex communication and technology component.* The present radio, television (broadcast, cable, and closed circuit), computer, and publication units, and their ties into a variety of networks, represent the beginnings of a system the expansion of which has enormous implications for the entire University. If evolving technology produces, as predicted by the Carnegie Commission, a change from ". . . the historical requirements-met-through-teaching approach"[1] and makes feasible, as it might, ". . . the combined capacity of making available to any student, anywhere in the country, at any time, learning from the total range of accumulated human knowledge,"[2] it will render the University either fundamentally different or obsolete, and the concept of "student admission" virtually meaningless.

   The vice president should have charge of the University's telecommunication system and its interrelationships with wider systems. As administrator of this potent set of instruments with their profound implications for virtually every function of the University, he should be closely related to the president and participate directly and regularly in highest level policy and strategy deliberations.

4. *Facilities and support services component.* Lifelong education, serving nonconventional students in nonconventional ways, requires a galaxy of special facilities and services. Some can be provided by established University units, e.g., residence halls and registration services. Others are unique and must be specially established and administered, e.g., off-campus county and metropolitan offices, the Kellogg Center, and conference management services. As the volume of lifelong education increases, coordination and management in this area, already a major enterprise, will increase in importance. The function belongs in a special unit under the vice president for lifelong education.

5. *An extensive diplomatic component.* The lifelong education enterprise will increasingly involve an intricate network of

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[1] Carnegie Commission on Higher Education, *The Fourth Revolution: Instructional Technology in Higher Education* (New York: McGraw-Hill Book Co., 1972), p. 2.

[2] *Ibid.*, p. 94.

relationships, most of which have highly significant implications for the entire University. The balance of sovereignty will shift. Increasingly autonomous, diverse, and dispersed students will have firmly held definitions of need and criteria of excellence. A variety of professional and special-interest groups will insist upon involvement in program and policy decisions. The University must accommodate its work in one way or another to community colleges, public and private regional colleges, universities and coalitions, and government agencies at three or more levels. Communications media, in addition to those which collaborate in instruction, will interpret or misinterpret the University's work in communities across the state and beyond. Lifelong education involves community interaction.

The vice president for lifelong education will have as one of his persistent and important tasks negotiating and monitoring collaborative agreements; maintaining relationships with urban, county, state, and federal government; eliciting and maintaining cooperation; sharing evaluation and planning with bonafide representatives of disparate participant groups; and maintaining an accurate flow of interpretation of the University's intentions and functions in lifelong education.

This function will be shared with colleges, county and metropolitan offices, individual faculty members, and other University representatives. It is important, however, that the vice president provide leadership, integrity, and rationality in this essentially diplomatic function. The sensitivity and significance of this work commend it to the closest possible involvement with central University policy and strategy.

6. *The general leadership and advocacy component.* Lifelong education involves a complex and unusual set of operations. It has major implications, both internal and external, for the whole University. Its healthy development depends upon willing contribution and change in many academic and service units. It also depends upon the vision, diplomacy, autonomy, and leadership ability of its general administrative officer and his staff.

That officer and staff must coordinate major contribu-

tions administered by others, administer those which are unique to the special thrusts of lifelong education, negotiate a complex network of policy and practice arrangements with external institutions, provide rationale and implement support for needed change, and both personify and proclaim the University's vision of lifelong education.

In this University, as in others, the dilemma of the lifelong education enterprise is that it cannot be fully subsumed as a component of the academic unit, nor can the academic unit be fully subordinated to lifelong education. They are intensely interdependent and their respective administrative officers can best stand coequal in rank, each supporting and each admonishing the other. Together they serve the total mission of the University under policies and through strategies that each shares in shaping.

We have measured the various major functions to be performed, and the alternative patterns for administering them, against the seven criteria unanimously agreed upon by the Task Force. Our conclusion, as opposed to the recommendation included in the report, is that the general administrator of lifelong education at this University should stand immediately adjacent to the president and that he should bear the title chancellor or vice president or such other title as the president and Board of Trustees deem appropriate. In academic matters he should function as an associate provost; in other matters and as he faces outward from the campus he should be the vice president.

*Task Force members who recommend designating a vice president for lifelong education:*

David Anderson
Tony Benavides
Alex Cade
Mildred Erickson
E. C. Hawkins
Russell Kleis
Daniel Kruger
Kullervo Louhi
George McIntyre
Mary Misslitz

## Appendix B

# Assumptions of the Task Force on Lifelong Education

(a) *The University is currently engaged in a critically important mission for society in carrying on the education of on-campus graduate and undergraduate students in degree programs and the conduct of research. It will continue to perform these functions into the indefinite future.*

(b) *Because of its history as a land grant institution and its tradition of public service, Michigan State University is in a unique position to help extend lifelong education opportunities to the citizens of the state.*

(c) *The educational needs of a large segment of our present population are not now being met by the existing formal educational system.*

(d) *A lifelong educational system should include formal and nonformal programs, credit and noncredit programs, on and off-campus programs, and problem-focused public service programs.*

(e) *If adequate educational opportunities and appropriate arrangements are provided on the Michigan State University campus, a large number of students, professionals, and others will commute to take advantage of them.*

(f) *There is a significant need for educational opportunities to be provided at the local level for citizens who, because of work schedules, geographic locations, or responsibilities in the home, can not commute to the University campus.*

(g) *If adequate educational opportunities exist at the local level, many students will elect to do at least part of their undergraduate work, and perhaps their graduate work as well, close*

*to home, in some cases sandwiching their education with careers or on-the-job training.*

(*h*) *If adequate educational opportunities are easily accessible at the local level, professional workers will take advantage of them to improve and update their skills.*

(*i*) *Because of the magnitude of the potential audience and the fact that resources are limited, any system to reach large numbers of people in the state will have to incorporate instructional technology and independent study.*

(*j*) *Any system for providing lifelong education will have to serve a very heterogeneous population which will have special and unique requirements for counseling, tutoring, and other auxiliary services to support the academic effort.*

(*k*) *In addition to present degrees, a wider variety of certification procedures and certificates are needed to verify student competencies and reward enroute achievement in lifelong education.*

(*l*) *A wide variety of groups in the society can and will make a useful contribution to the delivery of expanded services. To the extent possible the University will seek to involve resource people from the community in educational programs.*

(*m*) *A variety of models for offering lifelong education are currently available, some of which are more appropriate to Michigan State University than others.*

(*n*) *New clientele and new delivery systems in the University will necessitate a philosophic commitment to lifelong education by faculty, staff, and administration and will require added teaching skills and changes of methodology.*

(*o*) *The interests, training, and commitments of many of the present faculty are directed to professional services other than those which will be necessary to meet the lifelong educational needs of diverse populations and unique educational settings.*

(*p*) *Although a market exists for lifelong educational opportunities, that market will be very sensitive to costs and convenience.*

(*q*) *To meet the costs of expanded lifelong education increasingly relevant to present and emerging social reality will require additional financial resources.*

(*r*) *Foundations will be receptive to proposals for defraying developmental and start-up costs, experimental programs, and similar activities. However, foundations are generally unwilling to support continuing operational programs and are also unlikely to maintain a program of lifelong education.*

(*s*) *Resources of the University which may be relevant to lifelong education are not now fully used in expanding educational opportunities for the citizens of the state. The University should seek to optimize the use of existing internal resources devoted to lifelong learning through cooperation and coordination.*

(*t*) *In view of the changing social context there may be a need for the University to reexamine how it is allocating its resources for lifelong education.*

(*u*) *Cooperative arrangements among the major universities for providing lifelong education to the people of the state would be most desirable. An interinstitutional consortium will require a major commitment by the administration, faculty, and staff of the various universities in Michigan.*

(*v*) *Cooperative relationships between Michigan State University and community colleges offer special opportunities to promote lifelong education.*

## Appendix C

# Michigan State University's Overload Pay Policy

1. Overload pay should be limited to overload work related to instruction and services.
2. Overload pay should be available only through Continuing Education.
3. Continuing Education should pay directly for overload work except for short on-campus appearances funded by general funds.
4. The scope of the Continuing Education Service should be expanded to include such programs as Head Start, Upward Bound, Kellogg Farmers, Labor and Industrial Relations training programs, etc.
5. Any full-time faculty member is eligible for two days per month (16 hours per month) of paid consulting time or overload pay time, regardless of his other duties.
6. Ten-month employees may receive during the summer 30 percent of their previous year's salary plus any overload pay for which they would be eligible if carrying a full load.
7. Administrators (chairmen, directors, assistant deans, deans, administrative-professionals) should receive overload pay for overload work related to their professional discipline, but not for work related to their administrative position.
8. The rate of pay for overload work should be standard for each academic rank. Pay for overload work should be based on actual class hours or contact hours, with a built-in factor for preparation (two hours of preparation for each hour of per-

formance). No payment should be made for work which would qualify for less than $8.

*Adopted by the Board of Trustees, October 16, 1970*

# Appendix D

## Maps

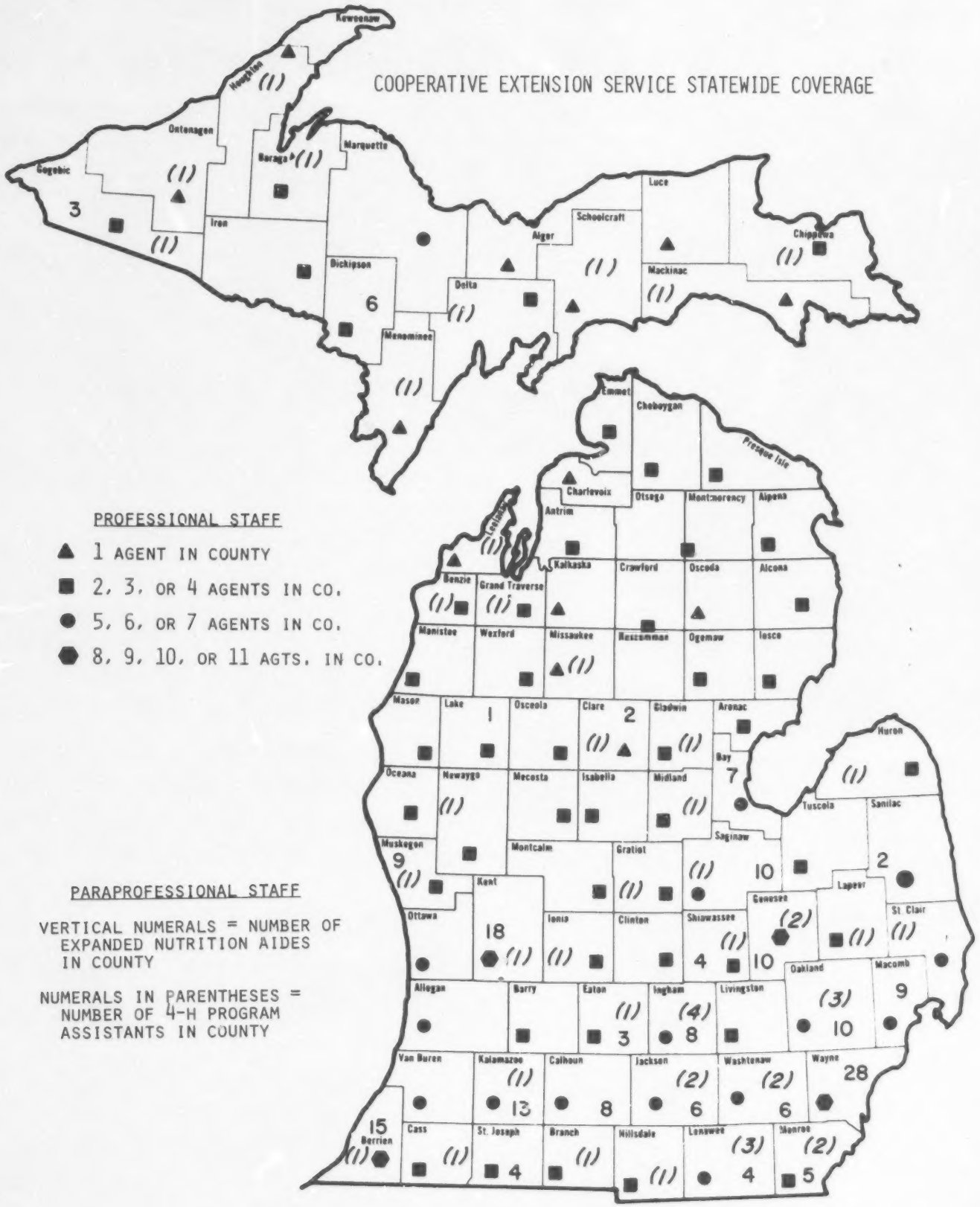
Map 1: Continuing Education Service–Regions and Regional Centers

Map 2: Cooperative Extension Service Statewide Coverage

Map 3: Public Higher Education in Michigan

CONTINUING EDUCATION SERVICE - REGIONS AND REGIONAL CENTERS
Keweenaw
Houghton
Ontonagon
Baraga
Marquette
MARQUETTE
Gogebic
Iron
UPPER PENINSULA
Dickinson
Menominee
Delta
Schoolcraft
Alger
Luce
Mackinac
Chippewa
Emmet
Cheboygan
Presque Isle
Charlevoix
Antrim
Otsego
Montmorency
Alpena
Leelanau
Benzie
Kalkaska
Crawford
Oscoda
Alcona
TRAVERSE CITY
Grand Traverse
Manistee
Wexford
Missaukee
Roscommon
Ogemaw
Iosco
NORTHWEST
Mason
Lake
Osceola
Clare
Gladwin
Arenac
Huron
Bay
Oceana
Newaygo
Mecosta
Isabella
Midland
Tuscola
Sanilac
Saginaw
Muskegon
WEST
Montcalm
Gratiot
NORTHEAST
SAGINAW AND FLINT
Kent
Genesee
Ottawa
Ionia
Clinton
Shiawassee
Lapeer
St. Clair
GRAND RAPIDS
CENTRAL
Oakland
Macomb
SOUTHEAST
Allegan
Barry
Eaton
Ingham
Livingston
EAST LANSING
UNIVERSITY OF THE AIR
Van Buren
Kalamazoo
Calhoun
Jackson
Washtenaw
Wayne
SOUTHWEST
SOUTH
BLOOMFIELD HILLS
Berrien
Cass
St. Joseph
Branch
Hillsdale
Lenawee
Monroe
BENTON HARBOR

# COOPERATIVE EXTENSION SERVICE STATEWIDE COVERAGE




PROFESSIONAL STAFF

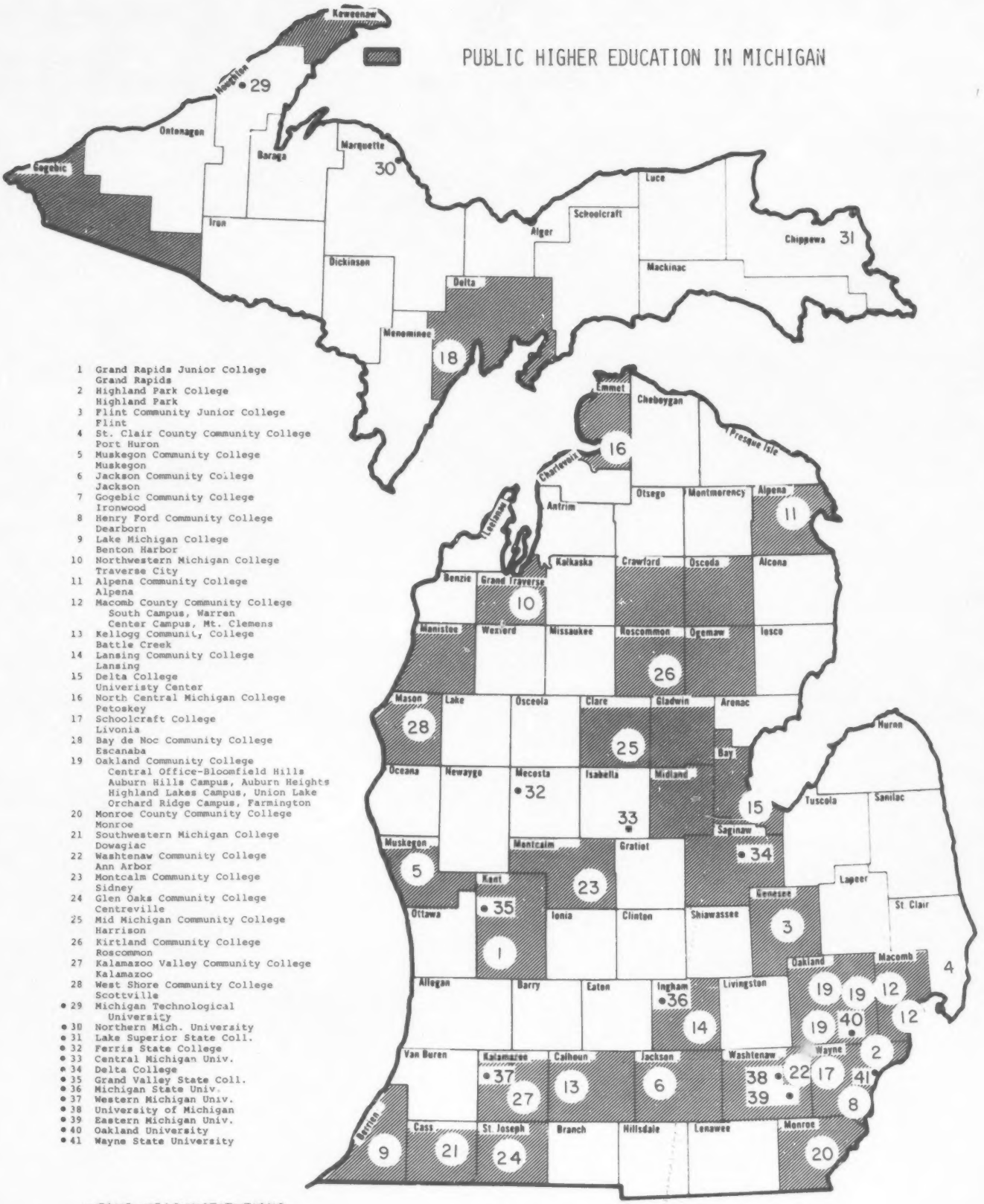
- ▲ 1 AGENT IN COUNTY
- ■ 2, 3, OR 4 AGENTS IN CO.
- ● 5, 6, OR 7 AGENTS IN CO.
- ⬢ 8, 9, 10, OR 11 AGTS. IN CO.

PARAPROFESSIONAL STAFF

VERTICAL NUMERALS = NUMBER OF EXPANDED NUTRITION AIDES IN COUNTY

NUMERALS IN PARENTHESES = NUMBER OF 4-H PROGRAM ASSISTANTS IN COUNTY

# PUBLIC HIGHER EDUCATION IN MICHIGAN




1 Grand Rapids Junior College
Grand Rapids
2 Highland Park College
Highland Park
3 Flint Community Junior College
Flint
4 St. Clair County Community College
Port Huron
5 Muskegon Community College
Muskegon
6 Jackson Community College
Jackson
7 Gogebic Community College
Ironwood
8 Henry Ford Community College
Dearborn
9 Lake Michigan College
Benton Harbor
10 Northwestern Michigan College
Traverse City
11 Alpena Community College
Alpena
12 Macomb County Community College
South Campus, Warren
Center Campus, Mt. Clemens
13 Kellogg Community College
Battle Creek
14 Lansing Community College
Lansing
15 Delta College
Univeristy Center
16 North Central Michigan College
Petoskey
17 Schoolcraft College
Livonia
18 Bay de Noc Community College
Escanaba
19 Oakland Community College
Central Office-Bloomfield Hills
Auburn Hills Campus, Auburn Heights
Highland Lakes Campus, Union Lake
Orchard Ridge Campus, Farmington
20 Monroe County Community College
Monroe
21 Southwestern Michigan College
Dowagiac
22 Washtenaw Community College
Ann Arbor
23 Montcalm Community College
Sidney
24 Glen Oaks Community College
Centreville
25 Mid Michigan Community College
Harrison
26 Kirtland Community College
Roscommon
27 Kalamazoo Valley Community College
Kalamazoo
28 West Shore Community College
Scottville
• 29 Michigan Technological
University
• 30 Northern Mich. University
• 31 Lake Superior State Coll.
• 32 Ferris State College
• 33 Central Michigan Univ.
• 34 Delta College
• 35 Grand Valley State Coll.
• 36 Michigan State Univ.
• 37 Western Michigan Univ.
• 38 University of Michigan
• 39 Eastern Michigan Univ.
• 40 Oakland University
• 41 Wayne State University

• FOUR-YEAR INSTITUTIONS

# Appendix E

## Task Force Resource Persons

The Task Force met with the following people in sessions throughout the year:

On March 20, 1972 and April 3, 1972, the Task Force met with the following members of the Continuing Education Service at Michigan State University:

Dr. Melvin Buschman
*University Extension*

Mr. Von Del Chamberlain
*Abrams Planetarium*

Dr. Sheldon Cherney
*International Extension*

Dr. Louis Doyle
*Special Programs*

Mr. Richard Estell
*Radio Broadcasting*

Dr. Duane Gibson
*Institute for Community Development*

Mr. Robert Page
*Television Broadcasting*

Mr. Gordon Sheehe
*Highway Traffic Safety Center*

Mr. Clayton Wells
*University Conferences and Institutes*

The Task Force also met with Dr. Erhard J. C. Waespi, Director of the Foundation for European Language and Educational Centers.

On April 10, April 24, and May 1, 1972, the Task Force met with the following members of the Cooperative Extension Service at Michigan State University:

Dr. Gordon Beckstrand
*4-H Program*

Mr. Dick Bell
*Agriculture*

Ms. Eloise Caldwell
*Family Living Education*

Mr. John Duff
*Student Coordinator*

Dr. Lois Humphrey
*Family Living Education*

Ms. Lillian Magley
*Family Living Education*

Mr. Joe Marks
*Information Services*

Dr. Mason Miller
*In-Service Training*

Mr. Einer Olstrom
*Resource Development*

Ms. Norma Reys
*Family Living Education*

Mr. George Stachwick
*Marketing*

On May 22, 1972, the Task Force met with the following members of the School of Labor and Industrial Relations:

Mr. Russell Allen
*Associate Director*

Dr. Thomas H. Patten
*Associate Director*

Dr. Jack Stieber
*Director*

On July 17, 1972, the Task Force met with the following people:

Dr. George Fairweather
*Professor, Psychology*

Dr. Robert Green
*Center for Urban Affairs*

Dr. L. E. Pettigrew
*Center for Urban Affairs*

The Task Force met with Dr. Robert Huxol, State Department of Education, on July 24, 1972.

On September 18, 1972, the Task Force met with Dr. Clifton R. Wharton, President, and Dr. John Cantlon, Provost, Michigan State University.

On January 25, 1973, the Task Force met with the following people:

Dr. John Cantlon
*Provost*

Dr. John Dietrich
*Assistant Provost*

Dr. Les Manderscheid
*Professor, Agricultural Economics*
*Chairman, Educational Policies Committee*

The subcommittees of the Task Force listed below met with the resource people noted.

University Organization and the Reward System, C. L. Winder, Chairman

Dr. Jay Artis
*Assistant Dean for Continuing Education*
*College of Social Science*

Dr. John Dietrich
*Assistant Provost*

Dr. Paul Dressel
*Assistant Provost*
*Director*
*Institutional Research*

Dr. Albert Karson
*Professor*
*American Thought and Language*

Dr. E. Lunde
*Assistant Professor*
*American Thought and Language*

Dr. J. N. Winburne
*Associate Dean, Student Affairs*
*University College*

Off-Campus Programs, Richard Chapin, Chairman

Dr. Robert Huxol
*State Department of Education*

Mr. Harry McKinney
*Higher Education Planning Office*
*State Department of Education*

Dr. Mary T. Rogers
*Director*
*Continuing Education*
*State Department of Education*

On-Campus Programs, Mildred Erickson, Chairman

Dr. John Appel
*Professor*
*American Thought and Language*

Dr. Charles Blackman
*Professor*
*Secondary Education and Curriculum*

Dr. Margaret Bubolz
*Chairman*
*Family and Child Science*

Dr. Edward Carlin
*Dean*
*University College*

Dr. Richard J. Coelho
*Assistant Dean*
*American Thought and Language*

Dr. Frances DeLisle
*Professor*
*Institutional Research*

Mr. Robert Emerson
*Manager*
*Kellogg Center for Continuing Education*

Dr. Duane Gibson
*Assistant Director*
*Continuing Education*

Dr. Leo Hook
*Professor Emeritus*
*University College of Social Science*

Mrs. Lois Humphrey
*Program Director*
*Family Living Education*
*Cooperative Extension*

Dr. Albert Karson
*Professor*
*American Thought and Language*

Dr. Beatrice Leonardson
*Coordinator*
*Continuing Education, Human Ecology*

Dr. Eric Lunde
*Assistant Professor*
*American Thought and Language*

Mr. Dan Preston
*Director*
*Learning Resources Center*

Dr. Milton Steinmueller
*Professor*
*Resource Development*

Dr. Richard Sullivan
*Dean*
*College of Arts and Letters*

Dr. John Winburne
*Associate Dean*
*University College*

On June 5, 1972, Dr. William R. Wilkie, Chairman of the Task Force, met with the Graduate Council from Michigan State University.

Outstate meetings (before preliminary report):

On July 12, 1972, a meeting was held in Grand Rapids, Michigan, and the following people attended:

Dr. Rusty Balout
*Grand Valley State College*

Sister Anne Keating
*Academic Vice President*
*Aquinas College*

Dr. Charles Miller
*Assistant Dean for Academic Affairs*
*Calvin College*

Dr. A. S. Mowery
*Regional Director*
*Michigan State University Continuing Education Center*

Mr. Richard Reath
*County Extension Director*
*Grand Rapids*

Dr. Morrette Rider
*Dean of Academic Affairs*
*Hope College*

Mr. Jeffrey Smith
*University Center*
*Western Michigan University*

Mr. Barrett Vorce
*University Center*
*Western Michigan University*

Dr. Richard W. Wherity
*Dean*
*Grand Rapids Junior College*

Dr. Frederick R. Whims
*Executive Dean*
*Muskegon Community College*

On July 12, 1972, a meeting was held in Detroit, Michigan, and the following people attended:

Dr. George Cole
*Vice President for Academic Affairs*
*Wayne County Community College*

Dr. Walter Fightmaster
*Oakland Community College*

Dr. Benjamin W. Jordan
*Dean of Urban Extension*
*Wayne State University*

Dr. Derik Nunney
*Vice President of Academic Affairs*
*Oakland Community College*

Mr. Monsey Wilson
*Urban Adult Education Institute*

The following resource people were present at the conference held by the Task Force at Haven Hill Lodge on July 27, 1972:

Dr. Lawrence Alexander
*Director*
*Learning Service*

Dr. William Dresscher
*Assistant Professor*
*Health Service Education and Research*

Dr. Erling Jorgensen
*Director*
*Instructional Television*

Dr. Robert Page
*Station Manager*
*Television Broadcasting*

Dr. Morteza Rahimi
*Assistant Professor*
*Computer Sciences*

Outstate meetings (after preliminary report):

Of the 40 professional educators, presidents of community colleges, and librarians invited to attend a meeting at Grand Rapids, Michigan on October 24, 1972, the following people attended:

Dr. Walter Browe
*Executive Vice President*
*Lake Michigan College*

Mrs. Mary Daume
*Director*
*Monroe County Library*

Dr. Norbert Hruby
*President*
*Aquinas College*

Dr John Kimball
*Vice President for Student Affairs*
*Alma College*

Harold Kolenbrander
*Dean*
*Academic Planning*
*Grand Valley State College*

Mr. Paul Lehto
*Superintendent of Schools*
*Howell, Michigan*

Mrs. Gerald Martin
*Community School Development Center*
*Western Michigan University*

Mr. Robert Raz
*Librarian*
*Willard Public Library*
*Battle Creek, Michigan*

Mr. Phillip Runkel
*Superintendent of Instruction*
*Grand Rapids, Michigan*

Mr. R. W. Schmidt
*Acting Superintendent*
*Muskegon Intermediate School District*

Mr. Roger Walcott
*Herrick Public Library*
*Holland, Michigan*

Mr. Wenrich
*Vice President Administrative Affairs*
*Ferris State College*

Mr. Richard Ziehmer
*Superintendent of Schools*
*St. Joseph, Michigan*

Of the 55 professional educators, presidents of community colleges, and librarians invited to attend a meeting at Pontiac, Michigan on October 24, 1972, the following people attended:

Dr. John Choitz
*Director of Development*
*Lawrence Institute of Technology*

Dr. John R. Dimitry
*President*
*Macomb County Community College*

Dr. Lowell Eklund
*Dean of Continuing Education*
*Oakland University*

Mr. Ronald Griffith
*Schoolcraft College*

Dr. Ben Jordan
*Dean*
*Division of Urban Extension*
*Wayne State University*

Samuel Marble
*President*
*Saginaw Valley College*

W. E. Moran
*Chancellor*
*University of Michigan, Flint*

Mr. Robert Nevel
*Director*
*Continuing Education and Community Service*
*Monroe Community College*

Dr. Page
*Director*
*Continuing Engineering Education*
*General Motors Institute*

Mr. Richard Peterson
*Shiawassee Intermediate School District*

Mr. Ransom Richardson
*Director*
*Flint Public Library*

Dr. Harold Sheffer
*President*
*Jackson Community College*

Mr. Earl Studt
*Director of Field Services*
*Eastern Michigan University*

Dr. Vaughn Whited
*Assistant to the President*
*Oakland Community College*

Reginald Wilson
*President*
*Wayne County Community College*

Mr. Harry Wu
*Director*
*St. Clair County Library System*

Of the 25 professional educators, presidents of community colleges, and librarians invited to attend a meeting at Traverse City, Michigan on October 24, 1972, the following people attended:

Mr. Jack L. Carpenter
*Superintendent*
*Intermediate School District*
*Alpena Michigan*

Dr. John M. Eaton
*President*
*Westshore Community College*

Mr. W. L. Gelston
*Superintendent*
*Traverse Bay Area Intermediate School District*

Mr. Gerald Hanson, C.O.P.
*Intermediate School District*
*Indian River, Michigan*

Mr. Robert Johnston
*Superintendent of Schools*
*Traverse City, Michigan*

Mrs. Becky Mericle
*Library*
*Northwestern Michigan College*

Mr. Robert Olney
*Director*
*Traverse City Public Library*

Mr. Willard J. Smith
*Acting President*
*Northwestern Michigan College*

Mr. Garnet Stewart
*Dean of Instruction*
*Kirtland Community College*

Following issuance of the preliminary report, the Task Force also met with each college dean, his department chairmen, and advisory council as follows:

October 4, 1972

Dean Willis W. Armistead
*College of Veterinary Medicine*

Dean Myron S. Magen
*College of Osteopathic Medicine*

October 5, 1972

Dean Herbert J. Oyer
*College of Communication Arts*

Dean Lawrence W. Von Tersch
*College of Engineering*

October 6, 1972

Dean Kullervo Louhi
*College of Business and Graduate School of Business Administration*

Dean Richard E. Sullivan
*College of Arts and Letters*

October 9, 1972

Dean Edward A. Carlin
*University College*

Dr. Robert B. Rice
*Acting Dean*
*College of Human Ecology*

October 10, 1972

Dean Robert F. Banks
*James Madison College*

Dean Andrew D. Hunt
*College of Human Medicine*

Dean Frederic B. Dutton
*Lyman Briggs College*

Dean D. Gordon Rohman
*Justin Morrill College*

October 12, 1972

Dr. Jay Artis
*Acting Dean*
*College of Social Science*

October 13, 1972

Dean Richard U. Byerrum
*College of Natural Science*

Dean Keith Goldhammer
*College of Education*

October 16, 1972

Dean Lawrence F. Boger
*College of Agriculture and Natural Resources*

Dr. Robert Green
*Acting Dean*
*College of Urban Development*

The Task Force met with the Administrative Group on October 17, 1972 and November 22, 1972.

The Task Force met with the Board of Trustees and the Executive Group at the October 19, 1972, Thursday evening meeting.

Board of Trustees

Patricia M. Carrigan
Frank Hartman
Warren M. Huff
Blanche Martin
Frank Merriman
Don Stevens
Kenneth W. Thompson
Clair White

Executive Group

Dr. Clifton R. Wharton
*President*

Dr. John E. Cantlon
*Provost*

Mr. Jack Breslin
*Executive Vice President*

Mr. Roger E. Wilkinson
*Treasurer and Vice President for Business and Finance*

Dr. Eldon R. Nonnamaker
*Vice President for Student Affairs*

Dr. Milton E. Muelder
*Vice President for Research Development*

Mr. Robert Perrin
*Vice President for University Relations*

Mr. Leland W. Carr, Jr.
*University Attorney*

Mr. Elliot G. Ballard
*Assistant to the President*

Mr. Leslie W. Scott
*Vice President for University Development*

The Task Force held on-campus public meetings on October 17, October 20, and October 30.

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# Index


Abrams Planetarium, 48
Admissions, 18
Advising, 17, 21, 24-25
Association of Independent Colleges and Universities in Michigan, 57
Assumptions, 14, 16-17, 36-37, 42, 50, 51, 54-55, 59, 72-74
Audience
  commuters, 16-17
  local, 16-17
  self-learning skills, 27
  types of, 1-2, 17*n*-18*n*, 25, 32-34, 36
Auditor, 23
Bachelor of Business Administration, 26
Bachelor of General Studies, 33-34
British Open University, 3-4
Carnegie Commission on Higher Education, 2, 2*n*, 22, 28
Center for Urban Affairs, 10
Certification, 17, 24, 26
Closed circuit television, 30
College Level Examination Program, 26
Commission on Admissions and Student Body Composition, 4, 18
Commission on Higher Education, governor's, 57
Committee on Higher Adult Education, 3
Community Lifelong Education Project
  budget, 39-40
  need for, 35-37
  responsibilities, 37-38
  staff, 38
Continuing Education Service
  certifications, 26
  development of, 8-9
  future of components, 48
  nondegree format, 32
  organizational structure, 9, 42-44, 47-48
  services of, 10, 13-14, 60
Conventional learner, 17*n*-18*n*, 52-53
Cooperative Extension Service
  certifications, 26
  development of, 7-8
  and General Extension, 41-42
  national, 42
  nondegree format, 32
  organizational structure, 9, 41-44, 47
  services of, 10, 13-14, 58, 60
Coordinating Council for Continuing Higher Education, 58, 59
Credits, academic, 20-21, 25-26
Degree programs, 22, 31-32
Educational Development Program, 27*n*, 30, 53
Enrollment
  admissions, 18
  credits transferable, 20-21
  options of, 22-24
  orientation, 19-20
  registration, 18-19
  scheduling, 21-22
Evaluation, 49-50
Evening College, 10
Extension agents, 7-8
Faculty, 50-51, 54-55
Farmers' Institutes, 7
Financial aid, 24-25
Foundations, 48, 51-52
Funding, 40, 51-52
General extension, 41-42
Government, 51-52
Highway Traffic Safety Center, 48

Independent study, 17
Information and assistance center, 24-25
Institute for Community Development, 48
Instruction, 17, 27-31, 28*n*
Instructional Media Center, 28, 30
Instructional skills, 50-51
Interinstitutional consortium, 59, 61
Kellogg Center for Continuing Education, 9-10
Learning Service, 27
Lifelong education
  and community needs, 16-17, 35-40
  definition of, 5-6
  goals of, 2, 16-17
  information programs, 27
  international interest, 3-4
  rationale for, 1
  University responsibilities, 14-15
Linkages, community, 5, 35-40, 56-61
Local level, 35-40, 61
Mass media, 3, 27-31
Medicine, colleges of, 60
Michigan Community College Association, 57
Michigan Council of State College Presidents, 57
Michigan higher education institutions, 56-61, 83
Michigan State University
  and community institutions, 59-61
  and Coordinating Council for Continuing Higher Education, 59
  curricula, 13
  objectives, 13-15
  research, 13
Minority statement, 67-71
Nonconventional learner, 16-34 *passim*, 17*n*-18*n*, 52-53, 54
Noncredit student, 24
Nondegree programs, 32
Nondegree student, 23
Notre Dame Task Force on Continuing Education and the Future, 2
Office of the Provost, 43-48 *passim*
Open university, 3
Organizational structure
  alternatives, 44-47
  and colleges in University, 43, 48
  functions of, 44
  goals of, 4-5, 45
Orientation, 19-20
Overload pay, 55, 75-76
Pewabic Pottery Center, 48
Projects, 54
Public Broadcasting Service, 3
Recommendations, 18-61 *passim*
  categories of, 17
Registration, 18-19
Residence requirements, 31
Scheduling, 21-22
School of Labor and Industrial Relations, 10
Self-learning, 27
Smith-Lever Act, 8
Special student, 23
Supportive services, 24-25
Task Force on Lifelong Education
  goals of, 4-5
  members of, v-vi, 11
  operations of, 11-12
  organization of, 11
  resource persons, 85-93
Technology, 17, 27-31
Telecommunications, 28-29
Tuition, 52-53
University Without Walls, 3*n*, 3-4
Visitor, 23
Waiver examination, 25-26
WKAR-TV and Radio, 9-10, 28